



BOURTON MEADOW ACADEMY

SEX EDUCATION POLICY

SEPTEMBER 2023

To be reviewed: September 2024

School ethos

At Bourton Meadow school we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. From September 2020 statutory Relationships Education and Health Education will be part of the taught curriculum within PSHE. This is an essential part of a child's education and contributes to their personal development. Sex Education is not statutory at primary, but recommended by the DfE (see appendix 4 and 5). We teach Sex Education as part of our Relationships Education within the planned PSHE curriculum.

Aims of the Sex Education policy

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching of Sex Education
- Help parents and carers to understand what is covered in Sex Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Sex Education

Our Legal Requirements:

- To comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.
- To comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (June 2019)
- To comply with the requirements to have an up to date Sex Education policy in consultation with pupils, parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education(June 2019)
- To have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups. The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.
- To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships/ Sex Education teaching are identified and followed in accordance with the school safeguarding policy

Parents'/ carers right to withdraw

At Bourton Meadow school we teach Sex Education as part of our Relationships and PSHE curriculum. As Sex Education is not statutory at primary we wish to state the right of parents and carers to withdraw their child from designated Sex Education lessons. We encourage parents/ carers to make an appointment to come in and speak to the PSHE Lead about any concerns they may have. Requests for withdrawal should be put in writing using the form in Appendix 6.

Parents and carers do not have the right to withdraw their child from PSHE which includes statutory Relationships Education and Health Education (including the changing adolescent body/puberty). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

Development of the policy

This policy was developed by the PSHE lead in consultation with school governors, parents and pupils. The PSHE lead, with staff, pulled together all relevant information including relevant national and local guidance / guidance from the BCC Public Health PSHE lead. All school staff were given the opportunity to look at the policy and make recommendations. This policy was then shared and ratified with governors

This policy links to the PSHE policy, Relationships Education Policy, Child Protection Policy, Anti-Bullying Policy, Equalities policy and the School Behaviour policy

We aim to work collaboratively with parents/ carers to ensure pupils receive Sex Education lessons that are relevant and age appropriate and sensitive to the needs of the community we serve. We welcome parents and carers to make an appointment to come in to discuss any aspect of this policy and the provision in school.

Definition of Sex Education

Sex Education at Bourton Meadow school is taught through the PSHE curriculum as part of Relationships Education. Sex education is taught in addition to the statutory science curriculum and provides factual and age appropriate knowledge about conception and birth. In preparation for the secondary RSE curriculum, sex education teaches pupils to recognise the difference between intimate and non-intimate relationships, promotes healthy committed relationships including marriage, consent and the values and responsibilities required to build healthy adult relationships. It also teaches pupils the legal age for marriage and consensual sexual relationships, to recognise their right to their own physical and emotional personal space, how to keep themselves safe, and how to report concerns or issues. Puberty Education is part of statutory Health Education and parents/cares do not have the right to withdraw their child from this aspect of the curriculum.

The Curriculum (See appendix 1 curriculum map)

Intent

Why teach Sex Education?

The DfE states in the statutory Relationships, Relationships and Sex Education and Health Education guidance (see Appendix 4 - DfE link, page 23)

‘It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge from the national curriculum for science – how a baby is conceived and born’.

High quality Sex Education will support pupils to:

- Be taught factual and correct information about how a baby is conceived and born
- Explore in a safe and managed environment questions they may have about puberty and give them an age appropriate understanding of sexual development
- Understand that all intimate relationships should be consensual and based on love and respect
- Understand the law and be taught that intimate relationships are for consenting adults
- Understand the importance of marriage and committed relationships and learn about different cultural and religious approaches to this
- Recognising and establish their own personal boundaries, and privacy relating to their own bodies and are taught the scientific vocabulary for all body parts
- Dispel myths and incorrect information about sex and how a baby is conceived and born
- Recognise unhealthy relationships, inappropriate behaviour and to report concerns or abuse
- Ask a trusted adult rather than go on line with regards to any concerns or questions they may have and avoid viewing any inappropriate material or entering into social media conversations

Implementation

Sex Education is delivered through the Relationships curriculum as part of PSHE education. To ensure the content and delivery of sex education is appropriate and relevant to our pupils, we use simple baselines to ascertain what pupils already know, and find out what they would like to learn.

Distancing techniques are used in PSHE education, which provide depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson.

What we use – PSHE Association programme of study, specifically Medway (see appendix 2).

Who – At least two members of staff from Year Six teach Sex Education

When - Boys and girls will be taught separately and we will be following the Medway lessons at the end of Year Six (please see the PSHE curriculum map appendix 1)

How delivery and content will be made accessible to all pupils

Our Sex Education lessons have been designed to be age appropriate (supported by PSHE Association/Medway programme), whilst being sensitive to the needs of our Year Six cohort, to ensure our Sex Education gives our pupils an education which will support them both now and in the future.

Our Sex Education is underpinned by the 2010 Equalities Act and provides an inclusive approach that promotes understanding and mutual respect for all. We reflect diversity within each lesson to ensure that no pupil feels excluded and teach pupils to understand, respect and celebrate difference and challenge stigma.

Sex Education is a vital element of PSHE for our Year Six children and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives.

As part of our PSHE provision we teach sex education. This is an important and recommended aspect of the curriculum. As a non-statutory element of PSHE parents / carers have the right to withdraw their child from designated sex education lessons. We encourage parents and carers to talk through any concerns they may have and make an informed choice about whether to exercise the right to withdraw their child.

Where you can view curriculum information – please see appendix 2 The Medway RSE Resources overview

All aspects of PSHE are underpinned by shared and understood ground rules (see example Appendix 3) with lessons being delivered in a safe and well managed environment . Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures.

Impact

High quality sex education will enable our pupils to:

- Have a factual and age appropriate understanding of how babies are made and born
- Understand that intimate and sexual relationships are a natural part of adult life
- Know who to talk to if they have further questions about sex and intimate relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Know they will continue to learn about sex education in their secondary school
- Keep themselves safe on line, recognising risks, harmful content, and online contact and be able to report any concerns at the earliest stage
- Know how to keep safe by recognising any inappropriate behaviour from others
- Report concerns or abuse and have the confidence, knowledge and vocabulary to do so

Confidentiality and safeguarding

Any personal disclosures made by pupils will be followed up in accordance with our child protection policy. Teachers will report any safeguarding concerns to the DLS and share concerns with parents/carers according to the school's safeguarding procedures .

Roles and responsibilities

The Governing Body will approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE including Sex Education is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing the subject. Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision including sex education and treat others with respect.

Working with parents and carers

We keep parents/ carers informed about when sex education will take place. We offer dedicated parent sessions and there is some guidance for parents/ carers on the school website for further information. Parents /carers are welcome to make an appointment to view materials used to teach sex education.

Working with outside agencies and visiting speakers

Vetting and sharing of school protocols will be adhered to with any outside agency engagement.

Monitoring , evaluation and training

Sex education will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The Sex Education policy will be reviewed annually.

To ensure staff are confident to deliver all aspects of the PSHE curriculum including sex education, access to online, in school, local and national training will be made available in accordance with the school's CPD programme for staff development.

Other policies linked to the Sex Education policy

Safeguarding

Anti - Bullying Policy

PSHRE Policy

Behaviour Policy

Appendix 1 Curriculum map

NURSERY			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional	Bourton Meadow Nursery	Development Matters (3-4 years)	Self-Regulation Children will separate from main carer to come into nursery.	Self-Regulation Beings to Show interest in the lives of people who are familiar to them	Self-Regulation Children will become confident with visitors in nursery.	Self-Regulation Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely	Self-Regulation Children will show confidence walking around our local area.	Self-Regulation Shows confidence & self-esteem through being outgoing towards people, taking risks & trying new things or social situations & being able to express their needs & asks adults for help
			Managing Self Theme: Marvellous Me Theme: Growing together Children will know the expectations and routine of the nursery day Know everyone has the right to play & learn Children will know to wash and dry their hands before eating and after using the toilet	Managing Self Theme: Colour & Light Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family	Managing Self Theme: Around the World Know how to behave in different settings	Managing Self Theme: Fantastic Food and Keeping Healthy Make healthy choices about food, drink and activity Know that I grow and change	Managing Self Theme: Our Local Area Theme: People who help us & Superheroes Children will know to brush their teeth to be healthy. Know how it feels to belong to a community	Managing Self Theme: Transitions – starting school and leaving friends Children will know how to independently use the toilet. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ Understand gradually how others might be feeling.

			Building Relationships Children will know how to play alongside each other	Building Relationships Play with one or more children, extending play experiences	Building Relationships Children will share resources and play in a group	Building Relationships Children will take turns whilst playing and waiting patiently to have a go.	Building Relationships Children will consider the feelings of others in stories or small group discussions/play	Building Relationships Children will know how to listen to a friend and agree a compromise.
Observational Checkpoint: Can children share and take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play?								

Reception			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional	Bourton Meadow Reception	Development Matters (3-4 years)	Being in my world Developing relationships Understanding feelings Managing behaviour, using gentle words and hands	Celebrating differences Uniqueness – what makes me special Families and homes Making friends Anti-bullying week	Dreams and goals Never giving up Goal setting Overcoming obstacles Internet safety day	Relationships Making friends Dealing with falling out Being a good friend	Changing me My body and being healthy Growing up Changes and getting used to these	Healthy me My body and exercise Food and teeth cleaning Sleep Stranger Danger Health Week

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1	Curiosity Health and wellbeing. <ul style="list-style-type: none"> Friends and family 	Compassion Living in a wider world. <ul style="list-style-type: none"> Keeping safe 	Respect Living in wider world. <ul style="list-style-type: none"> Unique and differences 	Independence Health and Wellbeing. <ul style="list-style-type: none"> How we have changed 	Resilience Feeling and emotions. <ul style="list-style-type: none"> Feeling reactions 	Integrity Feelings and emotions. <ul style="list-style-type: none"> What is fair 	2 weeks Transition. Focus on values gaps and emotional regulation around change
Year 2	Respect Living in the wider world <ul style="list-style-type: none"> Respecting our differences 	Independence Health and Wellbeing <ul style="list-style-type: none"> Physical health 	Integrity Health and wellbeing <ul style="list-style-type: none"> Identifying risks 	Curiosity Living in the wider world <ul style="list-style-type: none"> Different jobs and money 	Resilience Feelings and emotions <ul style="list-style-type: none"> Good and bad feelings. 	Compassion Feelings and emotions <ul style="list-style-type: none"> Resolving differences 	2 weeks Transition. Focus on values gaps and emotional regulation around change

Year 3	Curiosity Living in the wider world. <ul style="list-style-type: none"> Conflicting emotions 	Compassion Feelings and emotions. <ul style="list-style-type: none"> Positive and negative effects on wellbeing 	Respect Health and wellbeing <ul style="list-style-type: none"> Balance in life 	Independence Feelings and emotions <ul style="list-style-type: none"> Controlling emotions 	Resilience Living in the wider world <ul style="list-style-type: none"> Our strengths and weaknesses 	Integrity Health and wellbeing <ul style="list-style-type: none"> Our bodies (+Medway lessons) 	2 weeks Transition. Focus on values gaps and emotional regulation around change
Year 4	Curiosity <i>Health and wellbeing</i> <ul style="list-style-type: none"> Risk and assess 	Integrity Feelings and emotions <ul style="list-style-type: none"> Independence in keeping safe. 	Respect Living in the wider world <ul style="list-style-type: none"> Equality and religion 	Independence Feelings and emotions <ul style="list-style-type: none"> Goals and setbacks. 	Resilience Living in the wider world <ul style="list-style-type: none"> Strengths and weakness 	Compassion Health and wellbeing <ul style="list-style-type: none"> Change in our bodies 	2 weeks Transition. Focus on values gaps and emotional regulation around change
Year 5	Curiosity Living in the wider world <ul style="list-style-type: none"> Social media and risks 	Compassion Health and wellbeing <ul style="list-style-type: none"> Personal identity. 	Respect Feelings and emotions <ul style="list-style-type: none"> Loving relationship 	Independence Health and wellbeing <ul style="list-style-type: none"> Substances 	Integrity Living in the wider world <ul style="list-style-type: none"> Careers and spending 	Resilience Feelings and emotions <ul style="list-style-type: none"> Deepening feelings 	2 weeks Transition. Focus on values gaps and emotional regulation around change
Year 6	Resilience Health and wellbeing <ul style="list-style-type: none"> Mental health 	Independence Health and wellbeing <ul style="list-style-type: none"> Increasing independence 	Integrity Living in the wider world <ul style="list-style-type: none"> Social media 	Curiosity Living in the wider world <ul style="list-style-type: none"> Social media 	Respect and Compassion Feelings and emotions <ul style="list-style-type: none"> Relationships and puberty 		2 weeks Transition. Focus on values gaps and emotional regulation around change

Appendix 2 Sex Education Curriculum

Please see Medway guidance and overview

Appendix 3 Ground rules

- No personal questions or sharing of private information.
- You have the right to pass on a question.
- No question is silly or stupid.
- Use dictionary words whenever possible.
- Post the list in the classroom and refer to it as needed.

There is a balance between encouraging pupils to talk about real life and over disclosure of private information. Encourage pupils to use the phrase "Someone I know..." instead of the person's name if sharing information of a personal nature.

Frame the ground rules in a creative way:

G...Giggling is okay but laughing at others is not

R...Respect for myself and others is important

O...Option to pass on answering questions is available to all

U...Use dictionary words when describing the body

N...No question is a silly question!

D...Do use "Someone I know..." instead of the person's name

Appendix 4 - DfE information for parents

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

Statutory Guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Who wrote the policy – PSHE lead with staff and the voluntary working group pulled together all relevant information including relevant national and local guidance / guidance from Public Health PSHE lead

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

Parent/stakeholder consultation – a voluntary parents working group was formed

Pupil consultation – school council was consulted and invited to offer any further suggestions

Ratification – this policy was shared and ratified with governors

Contacts

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