



Sex Education Policy

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Name of Responsible Committee	Curriculum
Ratification Date	
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Signed: _____ Date: _____

(Chair of Governors/Chair of Responsible Committee)

Rationale and Ethos

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 children's education and contributes to their personal development. Sex Education is not statutory at primary, but recommended by the DfE. We teach Sex Education as part of our Relationships Education and within the PSHE curriculum.

The Relationships and Sex Education curriculum, delivered through PSHE lessons, will provide our pupils with the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible young people.

As a Church of England School, it is imperative that our Relationships and Sex Education not only develops the emotional, social and physical aspects of growing up but also explores the spiritual and moral aspects of relationships within a context that is consistent with the school's Christian vision, in order for our pupils to flourish and gain every opportunity to live fulfilled lives. This policy promotes our core Christian values of Respect, Love and Trust alongside our other values, Wisdom, Forgiveness, Hope and Courage.

Legal Requirements

Twyford C of E School is required, by law:

- 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, which make Relationships Education compulsory for all pupils receiving primary education.
- 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 day Sex Education policy developed in consultation with pupils, parents, carer, staff and governors and in line with the DfE statutory guidance on Relationship 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 relations 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 Sex Education teaching are identified and followed in accordance with the school safeguarding policy.

Right to Withdraw

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools, however, the teaching of sex education is recommended by the Department for Education (DfE).

At Twyford C of E School, we teach sex Education as part of our PSHE curriculum, as Sex Education is not statutory at primary school, 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 or Headteacher about any concerns they may have and discuss the impact that

withdrawal may have on the child. Requests for withdrawal should be put in writing. Once a child has been withdrawn, they will not take part in Sex Education until the request for withdrawal has been removed.

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 is mandatory for all pupils of primary age (Education Act 1996) and there is no right to withdraw.

Policy Development

This policy has been written by the PSHE Lead to include all relevant national and local guidance as well as guidance from Buckinghamshire Council's PSHE Lead. The consultation and policy development process involved the following:

- All school staff were consulted and given the opportunity to look at the policy and make recommendations.
- Governors were consulted and given opportunity to feedback and make recommendations.
- The policy was made available to parents for a consultation period and they were invited to discuss any points.

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

What is Sex Education?

The term Relationships and Sex Education (RSE) is aimed to acknowledge that the primary school approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships. The teaching of sex and relationships is essential if young people are to make responsible and well informed decisions about their lives. The aim is to help and support young people through their physical, emotional and moral development, helping them to learn to respect themselves and others and move with confidence through adolescence into adulthood.

At Twyford C of E School we have based our Sex Education policy on the Department for Education (DfE) 'Sex and Relationship Education Guidance' which defines RSE as: '...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health' *DfES 'Sex and Relationship Guidance', 2000.*

The Curriculum

Intent

The aim of our sex education curriculum is to provide pupils with the knowledge and understanding of processes and vocabulary required in order to make informed and safe choices. We strive for our pupils to be able to think critically about safe and unsafe relationships and experiences, empowering them to take action when needed, not just as a Twyford School pupil but moving forward through their lives.

High quality Sex Education at Twyford School will support pupils to;

- Have correct information about how a baby is conceived and born

- Provide a safe and managed environment for sensitive discussions to take place and pupils to ask questions
- Have an age appropriate understanding of sexual development
- Understand that all intimate relationships should be consensual
- Recognise and establish personal boundaries and understand the need for privacy relating to their own bodies
- Know the scientific vocabulary for body parts

Implementation

Sex Education at Twyford C of E School is delivered through explicit lessons taught in specific year groups from Year Two to Year Six during the Summer term.

The long term planning for the delivery of Sex Education has been developed by the PSHE Lead in guidance with the PSHE Association and the Christopher Winter Project. It will comprise of;

- Statutory Science Curriculum content – see appendix 1
- Statutory Health Education – see appendix 2
- Non statutory Sex Education content – see appendix 3

The Science curriculum content identified in appendix 1 will be taught in termly science lessons.

As part of statutory requirements for Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Years 5 and 6.

In addition to the above statutory elements, our pupils will receive a tailored sex education programme delivered explicitly through sex education sessions in accordance with DfE guidance (2019). This programme of study has been specifically tailored to the age and the physical and emotional maturity of pupils. This is taught from Years Two to Year Six and comprises of:

- naming body parts
- recognising differences
- for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother.
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means.
- how a baby develops in the womb and how babies are born.

Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. Parents/carers will be informed of what and when these lessons will occur through the summer term. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons.

The resources we use when teaching the non-statutory sex education units can be made available for parents/carers to view upon request to the PSHE Lead.

Impact

High quality Sex Education at Twyford C of E School 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 and how these must be based upon respect and consent
- Have sensitive discussions and know who to talk to if they have further questions
- Know that they will continue to learn about Sex Education in Secondary School
- Recognise inappropriate behaviour or behaviour which makes them feel uncomfortable including online

Inclusion

At Twyford C of E we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote respect and understanding. Whilst we are a Church of England School, we acknowledge that there are many different faith and cultural aspects of RSE. As a school, we will deliver all sex education content in a factual, non-judgemental way, teaching and valuing the importance of understanding and respect. All children, whatever their family background or cultural views need to feel that sex education is relevant to them and sessions are sensitive to their needs.

In order to ensure the sex education curriculum meets the needs of all:

- We will not promote a particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.
- We will ensure that the learning is both age-appropriate and suited to the learning needs of all.
- We do not use sex education as a means of promoting any form of sexual orientation.

SEND

At Twyford C of E School Relationships, Health and Sex Education is accessible for all pupils. We provide high quality teaching that is differentiated and personalised to ensure accessibility. We will adapt our curriculum where necessary to consider our pupil's:

- Level of vulnerability.
- Need to learn and demonstrate appropriate behaviour.
- Need to develop self-esteem and positive body image.

Confidentiality and Safeguarding

PSHE including RSE is a safeguarding curriculum that provides children with the knowledge and skills they need to safeguard themselves and others from potential harm. We have a responsibility to fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships and Sex Education teaching are identified and followed in accordance with our school's safeguarding policy and procedures.

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

Roles and Responsibilities

The Governing Body

It is the statutory responsibility of the governing body to ensure that the school has a compliant and up to date Sex Education policy.

The Headteacher/PSHE Lead

It is the responsibility of the Headteacher to ensure that staff and parents are informed about the Sex Education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The PSHE curriculum leader is responsible for ensuring that sex education is taught consistently across the school. They will check that all topics are being taught and will also spend some time speaking to children to ensure they feel safe and confident within their sex education lessons. The PSHE lead will monitor and evaluate the quality of teaching and standard of children's work. The subject lead will support colleagues in the teaching of PSHE including sex education, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in school.

School Staff

Staff are responsible for:

- Delivering RSE, including Sex Education in a sensitive way.
- Modelling positive attitudes to RSE and Sex Education.
- Answer any questions that parents may have about the RSE and Sex Education curriculum of their child; this includes providing opportunities for parents to view the resources that are used in lessons.
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Liaising with the PSHE Lead
- Seeking opportunities for further professional development as required.

Pupils

Pupils are expected to fully engage with PSHE provision and, when discussing issues related to sex education, treat others with respect and sensitivity.

Parents

Parents are expected to read the Sex Education Policy and to support their child's PSHE development outside of school.

Monitoring, Reporting and Evaluation

The delivery of Sex Education is monitored by the PSHE lead, Headteacher and Governor responsible for PSHE. Monitoring will be completed regularly through learning walks, planning reviews, pupil voice and work sampling. Pupils' development in sex education should be monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every two years or in the event of updated statutory guidance.

Appendix 1: Statutory Science Curriculum Content

The following statutory science curriculum content will be taught within science lessons to all pupils from the Early Years Foundation Stage to Year Six.

Phase	Science Curriculum Content
Early Years Foundation Stage	Children will learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.
Key Stage 1	Children will learn: <ul style="list-style-type: none">• To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.• To notice that animals, including humans, have offspring which grow into adults.• To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).• To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Key Stage 2	Children will learn: <ul style="list-style-type: none">• To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.• To identify that humans and some other animals have skeletons and muscles for support, protection and movement.• To describe the simple functions of the basic parts of the digestive system in humans.• To identify the different types of teeth in humans and their simple functions.• To describe the life process of reproduction in some plants and animals.• To describe the changes, as humans develop to old age.• To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.• To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.• To describe the way nutrients and water are transported within animals, including humans.• To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Appendix 2: Statutory Health Education Curriculum Content

By the end of Primary School:

<p>Mental Wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Internet Safety and Harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online

Physical Health and Fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, Alcohol and Tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and Prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing Adolescent Body	<p>Pupils should know</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3: Non-Statutory Sex Education Curriculum Content

Taken from the Christopher Winter Project programme of study.

YEAR 2	
Lesson Title	Learning Intentions and Learning Outcomes
Lesson 1 Differences	<p>Learning Intention To introduce the concept of gender stereotypes To identify differences between males and females</p> <p>Learning Outcomes Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies</p>
Lesson 2 Male and Female Animals	<p>Learning Intention To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p>Learning Outcomes Describe some differences between male and female animals Understand that making a new life needs a male and a female</p>
Lesson 3 Naming Body Parts	<p>Learning Intention To focus on sexual difference and name body parts</p> <p>Learning Outcomes Describe the physical differences between males and females Name the different body parts</p>
<p>Key Vocabulary Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva</p>	

YEAR 3	
Lesson Title	Learning Intentions and Learning Outcomes
Lesson 1 Body Differences	<p>Learning Intention To identify that people are unique and to respect those differences To explore the differences between male and female bodies</p> <p>Learning Outcomes Know and respect the body differences between ourselves and others Name male and female body parts using agreed words</p>
<p>Key Vocabulary Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship</p>	

YEAR 4	
Lesson Title	Learning Intentions and Learning Outcomes
Lesson 1 Changes	<p>Learning Intention To explore the human lifecycle To identify some basic facts about puberty</p> <p>Learning Outcomes Understand that puberty is an important stage in the human lifecycle Know some changes that happen during puberty</p>
Lesson 2 What is Puberty?	<p>Learning Intention To explore how puberty is linked to reproduction</p>

	<p>Learning Outcomes Know about the physical and emotional changes that happen in puberty Understand that children change into adults to be able to reproduce if they choose to</p>
<p>Key Vocabulary Puberty, lifecycle, reproduction, physical, sperm, breasts, egg, pubic hair, emotional, feelings</p>	

YEAR 5	
Lesson Title	Learning Intentions and Learning Outcomes
Lesson 1 Talking about Puberty	<p>Learning Intention To explore the emotional and physical changes occurring in puberty</p> <p>Learning Outcomes Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence</p>
Lesson 2 The Reproduction System	<p>Learning Intention To understand male and female puberty changes in more detail</p> <p>Learning Outcomes Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production</p>
Lesson 3 Puberty Help and Support	<p>Learning Intention To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty</p> <p>Learning Outcomes Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty</p>
<p>Key Vocabulary Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings</p>	

YEAR 6	
Lesson Title	Learning Intentions and Learning Outcomes
Lesson 1 Puberty and Reproduction	<p>Learning Intention To consider puberty and reproduction</p> <p>Learning Outcomes Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence</p>
Lesson 2 Communication in Relationships	<p>Learning Intention Exploring the importance of communication and respect in relationships</p> <p>Learning Outcomes Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important</p>
Lesson 3 Families, Conception and Pregnancy	<p>Learning Intention To consider different ways people might start a family</p> <p>Learning Outcomes Describe the decisions that have to be made before having children</p>

	Know some basic facts about conception and pregnancy
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Key Vocabulary

Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information

Appendix 4

Additional links

DFE Guidance – ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ 2019. This guidance sets out legal duties with which schools must comply when teaching relationships education, RSE and health education.

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

The Church of England Vision for Education – ‘Deeply Christian, Serving the Common Good’; Autumn 2016. Our church schools must be committed to being welcoming and inclusive communities where all feel included, can learn and flourish, living out Jesus’s promise of ‘life in all its fullness’ (John 10:10), regardless of their family arrangements, beliefs or sexual or gender orientation.

<https://www.churchofengland.org/more/education-and-schools/vision-education>

The Equality Act 2010. The Act protects people from discrimination and harassment. It places a duty on educational facilities to be proactive in considering the need to address inequalities.

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Valuing All God’s Children (VAGC) published by the Church of England’s education Office; Summer 2019 (2nd Edition). This document seeks to offer guidance and support in tackling homophobic, biphobic and transphobic bullying in schools

https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

Pastoral Principles for Living Well Together; Church of England; April 2019. These principles help shape the way we all relate to one another. The document can be found here:

<https://www.churchofengland.org/sites/default/files/2019-02/PAG-PP-website.pdf>

The Church of England’s Education Office publication, ‘RSHE Principles and Charter’ – This document explores the pastoral principles in more depth and how they relate to delivery of RSE in schools.

https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter_0.pdf

Advice Document for Schools and Community Groups; Southampton SACRE; Revised January 2020 :

<http://www.youngsouthampton.org/working-with-children/schools-guidance/sacre/local-advice-guidance.aspx>