



Introduction

Our primary school promotes health in its widest sense; attending to the physical, social and psychological development of its pupils and the maintenance of good health for all pupils and staff. As part of this it is considered that the development of the emotions and self-esteem is central to its aims and a key element of this is a carefully considered and constructed Sex Education Policy for all children in the school's care.

What must primary schools teach in Relationships Education, Health Education and Sex Education?

As of September 2020, Relationships and Health Education is now compulsory in all primary schools in England. For primary aged children this includes curriculum content under two headings as set out by the Department for Education (DfE, 2019):

Relationships Education	Health Education
Families and people who care for me	Mental wellbeing
Caring Friendships	Internet safety and harms
Respectful Relationships	Physical health and fitness
Online Relationships	Healthy Eating
Being safe	Drugs, alcohol and tobacco
	Health and prevention
	Basic first aid
	Changing adolescent body

This DfE guidance clearly states the statutory requirements, i.e. what children **MUST** be taught by the end of primary school. Health Education includes learning about 'the changing adolescent body' to equip children to understand and cope with puberty. The National Curriculum for Science (also a compulsory subject), includes learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals (which could include human beings). Therefore Relationships Education, Health Education and Science are compulsory subjects and parents/carers do **not** have the right to withdraw their children from these subjects.

Sex Education however, is **not** compulsory although the DfE does strongly recommend 'that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.' In our school we define Sex Education as 'human reproduction' and the purpose of this policy is to share our school's position on teaching

children about human reproduction and make clear which lessons parents/carers can request their child is withdrawn from.

What will my child actually be taught about puberty and human reproduction?

At Willand we use a teaching and learning programme called Jigsaw. The Jigsaw teaching materials integrate Personal, Social, Health and Economic Education (PSHE), emotional literacy, social skills, mindfulness, and spiritual development in a whole-school approach. The statutory requirements of the DfE Relationships and Health Education curriculum are woven throughout Jigsaw but are also specifically covered in the Relationships and Healthy Me Puzzles (units), with puberty and human reproduction being taught in the Changing Me Puzzle.

The ‘Changing Me’ unit is taught over a period of 6 weeks, in the second half of the summer term. It is all about coping positively with change. Each year group will be taught appropriate to their age and developmental stage, building on the previous years’ learning. Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group’s programme.

All lessons are taught using correct terminology and with child-friendly language. All staff delivering sex education are Child Protection trained and follow the school’s Child Protection Policy.

The grid below provides a summary of the Changing Me unit with respect to what is taught - when, relating to Puberty and Human Reproduction:

Puberty and Human Reproduction Overview		
<u>Foundation Stage</u> (Ages 4-5)	Growing Up	How we have changed since we were babies
<u>Year 1</u> (Ages 5-6)	My Changing Body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys’ and Girls’ Bodies	Appreciating the parts of the body that make us different and using the correct names for these body parts. Respecting our bodies and understanding which parts are private.
<u>Year 2</u> (Ages 6-7)	The Changing Me	Recognise how our bodies have changed since we were babies and where we are on the continuum from young to old. Feel proud about becoming more independent.
	Boys’ and girls’	Recognise the physical differences between boys and girls, using correct names for body parts and appreciate some parts of my

	Bodies	body are private.
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Year 3 (Ages 7-8)	How Babies Grow	Understanding that in animals and humans lots of changes happen when we are growing up and that usually it is the female who has the baby.
	Babies	Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow.
	Outside Body Changes	Understanding that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. Identify how boys' and girls' bodies change on the outside during the growing up process. Recognise how I feel about these changes happening to me and know how to cope with those feelings.
Year 4 (Ages 8-9)	Girls and Puberty	How a girl's body changes in order to be able to have babies and that menstruation (having periods) is a natural part of this. Learn strategies to cope with the physical and emotional changes experiences during puberty.
Year 5 (Ages 9-10)	Puberty for Girls	Menstruation, physical changes and feelings about them – importance of looking after yourself physically and emotionally. Understanding that puberty is a natural process that happens to everybody and that it will be OK for me.
	Puberty for Boys and Girls	Developing an understanding of changes for both sexes – reassurance and exploring feelings.
Year 5 Human Reproduction Lessons		
Inside Body Changes		How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them.
Having a Baby		The parts of male and female bodies that are necessary for making a baby. Conception explained in simple biological terms. Understanding that having a baby is a personal choice.
Conception		Understanding the place of sexual intercourse in a relationship and that sexual intercourse can lead to conception. Understand how babies are usually made and understand that sometimes people need IVF to help them have baby. Appreciate how amazing it is that human bodies can reproduce in these ways.
Year 6 (Ages 10-11)	Puberty	Consolidating understanding of physical and emotional changes and how they affect us. Boy talk and girl talk single sex, with a chance to ask questions and reflect. Becoming a teenager.

Year 6 Human Reproduction Lesson

Babies Conception to Birth

Understanding conception to the birth of a baby.

As stated before, the puberty work fulfils the requirements of the 'Changing Adolescent Body' strand of statutory Health Education and parents cannot withdraw their children from this. However, the content in grey on the grid above in Years 5 and 6 we deem as 'Human Reproduction' and parents can request their children are withdrawn from all or part of these lessons.

We do believe though this work is an important part of safeguarding children, as knowledge empowers them, helping them to stay safe and cope with puberty understanding why their bodies will change. At secondary school, Sex Education is statutory and we believe that primary school should prepare children with accurate knowledge about puberty and human reproduction.

We will of course respect the beliefs of parents who wish to withdraw their child from all or some of the lessons for Years 5 and 6, which are highlighted in grey on the grid. We will engage in a positive dialogue with a view to illustrating to parents the relevance and importance of such a programme to their child so we encourage parents to talk to their child's class teacher in the first instance. Parents who still wish to exclude their child from lessons related to Human Reproduction will then be asked to do so in writing to the Headteacher.

Rationale Strategy for Implementation

We believe that knowledge empowers and protects children as long as it is age-appropriate.

Correct terminology for body parts is introduced early to normalise biological vocabulary and to support safeguarding, ensuring children know these are private parts of their bodies.

Puberty is introduced gently in Year 3 and 4 because some girls may start their periods early and it is necessary to prepare them for this, so they aren't scared or worried.

Conception is introduced age-appropriately in Year 5 in the context of understanding why our bodies change during puberty.

Puberty, conception and childbirth is age-appropriately covered in Year 6. In Year 6, there will be an opportunity for girls to talk to a female member of staff and boys to talk to a male member of staff during the course of this unit of work. Whenever possible health professionals, especially the school nurse, will work in partnership with the school and may come into school to discuss issues with the children.

Use of visitors

'Visitors should complement but never substitute or replace planned provision. It is the PSHE coordinator's and teacher's responsibility to plan the curriculum and lessons.' (Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11)

Child Sexual Exploitation

Children throughout the school are taught particular strategies to help them avoid Child Sexual Exploitation as they grow up. Children from Years 1-6 are taught about not keeping secrets, what a healthy and kind relationship is, understanding the idea of 'power' in relationships, understanding their self-worth, knowing they have the choice to say yes or no, understanding which parts of their body are private and what is appropriate and inappropriate touch. These objectives are covered in PSHE lessons and are not a specific part of the lessons on Human Reproduction in Years 5 and 6. However, teachers are aware of the issues surrounding Child Sexual Exploitation and will be sensitive around this subject. If, during any discussions, concerns arise about a child in a potentially vulnerable or dangerous situation, the teacher will consult the Designated Safeguarding Lead.

Inclusion

We want every child to be safe, healthy and happy. This policy is written with the inclusion of all pupils in mind. Its content will be differentiated to accommodate all levels of ability. We aim to generate an atmosphere where questions and discussion on personal matters can take place without stigma or embarrassment. We will be respectful of the faith, beliefs and contexts of children's families.

What about LGBT+ issues?

There has been much mis-information in the media about how LGBT+ issues are to be taught in within the Relationships, Health and Sex Education curriculum in primary schools. Jigsaw has produced a separate leaflet explaining it's approach to this, which is available to read on our school website.

Conclusion

Sexual development is a natural process, just one aspect of growing up emotionally, socially and physically. Each is an integral part of growing to adulthood and independence. The policy enables children to make comparisons with their own development and to reflect on their own relationships in positive ways. Ultimately the teaching and learning is about the promotion of self-esteem and the fostering of individual well-being.

Sex Education Guideline

1. We believe that sex education and lessons relating to human reproduction should happen in partnership with parents. As with all other areas of our school, a positive effort will be made to inform and involve parents at all stages of the sex education scheme of work delivered in school. We also hope to provide advice to parents, where appropriate.
2. It is recognised that sex education is part of the more general areas of Personal, Social Health and Economic Education and Relationships and Health Education and that this area is considered important and valuable throughout the school.
3. It is also recognised that there are appropriate bodies of knowledge for an appropriate age or stage of readiness.

4. Sex education in our primary school will deal with sexuality in the broader context of the individual life and society. It will respect the family as a context for procreation growth and maturing.
5. We will respect the beliefs of parents who wish to withdraw their child from a sex education programme. Parents cannot, however, withdraw their children from aspects of sex education which are part of the National Curriculum.
6. We will attempt to convince parents of the relevance and importance of such a programme to their child.
7. Parents, who still wish to exclude their child from a sex education programme, will be asked to do so in writing to the Headteacher.

POLICY HISTORY

Policy Date	Summary of change	Contact	Version/ Implementation Date	Review Date
8/5/14	Updated with regard to guidelines and new video	JBI/AL/LS	8/5/14	May 16
22/4/16	Updated with regard to CSE guidelines	LS/FL	22/4/16	May 18
23/3/17	Updated following latest Safeguarding and NSPCC guidance	TH/AL/AH	23/3/17	May 18
02/05/18	No changes required.	TH/AL/AH	02/05/18	May 20
01/05/20	Not reviewed due to School Closure as a result of Covid -19.			
1/1/2021	Updated with regard to Statutory Health and Relationships Education	TH/AH/AL		May 22
30/06/23	No changes	TH/AH/AL	08/07/23	Jul 25