



Holdbrook Primary School & Nursery

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Sex Education Policy

Signature: _____
Headteacher

Date: _____

Signature: _____
Chair of Governors

Date: _____

Introduced: April 2020

Review Date: April 2023

The Importance of sex education at Holdbrook Primary School and Nursery

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

Effective sex education can make a significant contribution to the development of personal skills needed by pupils as they grow up. The Department for Education recommends:

"that all primary schools should 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 of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."

Relationships, Health and Sex Education, DfE 2019, paragraph 67

Sex education helps children to understand the difference between safe and abusive relationships (both online and offline) and equips them with the skills to get help if they need it.

Our sex education programme will ensure that all children receive age-appropriate sex education to complement the mandatory sex education contained in the National Curriculum science (Key Stages 1-4).

Aims

The aims of sex education at our school are to teach all children in an age-appropriate way:

- the correct scientific names for body parts (such as vagina, penis and testicles);
- that some parts of our body are private;
- that in animals and humans lots of changes happen between conception and growing up;
- about puberty before they experience the onset of physical changes;
- how our bodies change on the outside and inside during the growing up process;
- strategies to help children cope with the physical and emotional changes they will experience during puberty;
- how a baby is conceived and born;
- what a baby needs to live and grow;
- that sometimes people need IVF to help them have a baby; and
- how being physically attracted to someone changes the nature of the relationship.

As part of lessons on puberty, children will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. Our school is aware that period poverty can be an issue for some pupils, and we will do our best to ensure that girls have access to appropriate sanitary products during school time.

Withdrawal from sex education lessons

Parents/carers have the right to withdraw their children from all or part of our sex education except for those parts included in statutory National Curriculum science. All parents/carers are provided with detailed information about the lesson content to assist them in deciding whether they wish to withdraw their children from this learning.

Parents/carers also have the opportunity to discuss the material and any concerns with a member of the Senior Leadership Team, Class Teacher or the Subject Leader for PSHE. Once a child has been withdrawn they cannot take part in the specific sex education lessons during any year group at our school until the request for withdrawal has been removed.

Definition and delivery of health education

Sex education will be taught within the subjects of personal, social, health and economic (PSHE) education, citizenship and science.

Holdbrook primary school is one of more than 60 primary schools in Hertfordshire that uses the Jigsaw PSHE Ltd scheme of work to teach personal, social, health and economic (PSHE) education and citizenship. It is a whole-school approach, covering all classes from Nursery to Year 6. More information about this scheme of work can be found at: <https://www.jigsawpshe.com/>

The PSHE content will be delivered as part of the 'Changing Me' unit of work, normally taught in the second half of the summer term.

This grid shows specific sex education learning intentions for each year group in this 'Changing Me' unit:

<i>Year Group</i>	<i>Piece Number and Name</i>	<i>Learning Intentions</i> <i>'Pupils will be able to...'</i>
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private
3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	understand 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 this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty

5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Roles and Responsibilities

The governing board

The governing board will approve the sex education policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that sex education is taught consistently across the school

Staff

All teaching staff are expected to read and follow this policy.

Staff are responsible for delivering sex education in a sensitive way, modelling positive attitudes to sex education, monitoring progress, and responding to the needs of individual pupils.

Staff are trained on the delivery of sex education as part of their induction and it is included in our school's continuing professional development calendar.

Staff do not have the right to opt out of teaching sex education. Staff who have any concerns are encouraged to discuss this with the headteacher.

Pupils

Unless they are withdrawn from the lessons, pupils are expected to engage fully in sex education and, when discussing issues related to sex education, treat others with respect and sensitivity.

Monitoring

This policy will be reviewed biannually by the children's committee. At every review, the policy will be shared with the governing board.

Links with other policies

This sex education policy is linked to these policies:

- Anti-bullying policy
- Online safety policy
- Safeguarding/Child Protection policy
- Health and Safety policy
- Equality and Inclusion policy
- Behaviour policy
- Health education policy
- Relationships education policy
- Curriculum policy
- Complaints policy
- Teaching and Learning policy