



**“Always try your best to be your best”.**

## **A Statement of Policy for the Sex Education Curriculum**

### **Introduction**

At Lacewood, Sex Education, in combination with PSHE and RSE, provides our pupils with the tools and knowledge to keep themselves safe and to respect those around them. The children learn about their body parts, personal space and keeping themselves safe before learning about Puberty and Conception once they are emotionally mature. The children learn about safe and unsafe touch, permission seeking and their own bodies to ensure that they can protect themselves while also being respectful to the boundaries of others. In Sex Education, we provide children with a safe learning environment where they can receive reliable and accurate information regarding their anatomy and physical changes throughout their childhood and when entering puberty.

### **Values**

At Lacewood, in Sex Education we encourage the children to develop respect for their own bodies and also for those around them. We aim to empower them with the tools and knowledge to look after their own bodies and ensure that they are aware of how to keep themselves safe.

### **Introduction (aims and purposes)**

Our Sex Education Policy Compliments our PSHE and RSE Policy, in addition to having Science links, and aims to outline our approach to teaching Sex Education at Lacewood Primary School. It was produced by the PSHE Lead through consultation with members of the Senior Leadership Team, governing body, teachers and parents (including the PSHE Parent Policy Group’).

The New Statutory Guidance for PSHE and RSE states that, from September 2020, all primary schools must deliver Relationships Education alongside PSHE. It is not statutory for children in Primary Schools to receive Sex Education and parents have the right to withdraw their child from these lessons, however, the DfE stated that the government ‘continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils’. The Education Act (1993) also encourages school discretion as to whether Sex Education Curriculum should be included in the school’s long term planning. At Lacewood, we believe that it is vital that our children receive Sex Education and knowledge before accessing secondary school for a number of reasons.

As teachers we have become increasingly aware of the fact that our pupils spend a great deal of time on technological devices such as laptops, I-Pads and phones and they have access to the internet on a daily basis. This means that they have immediate access to the ‘answers’ of any questions that they may have at their fingertips. Search engines such as Google allow the children to see information that can be untrue, damaging and inappropriate. Children often hear sexual language from their peers and older siblings and may use search engines to find out the meaning of this new vocabulary. Some peers may also give their own definitions which may be untrue or inaccurate. As a school, we aim to provide the children the opportunity to ask any questions about aspects of Sex Education in a safe environment, where the answers and lessons can be tailored to their emotional maturity and needs of the children. We therefore will continue to teach Sex Education at Lacewood as long as the year groups are emotionally mature enough and it is deemed appropriate by their teachers and parents.



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## Organisation

Throughout PSHE, RSE and Science lessons, the children learn about their body parts and anatomy, personal space and keeping themselves safe. They learn about these aspects through a range of resources such as PowerPoints, hypothetical scenarios, stories, videos and diagrams.

- **Year 1** - Personal and private body parts (external), senses, keeping safe, body care/ hygiene, life cycles, changes over time.
- **Year 2**- Personal and private body parts (external), animal reproduction (science links), life cycles (science links), changes over time.
- **Year 3**- Personal and private body parts (external), body care/ hygiene- keeping clean and germs, personal space, safe and unsafe touch.
- **Year 4**- Personal and private body parts (external), body care/ hygiene- keeping clean and germs, personal space, safe and unsafe touch.
- **Year 5**- Personal and private body parts, sexual organs, puberty (Health Education), periods, changes during puberty (emotional and physical).
- **Year 6**- Personal and private body parts, puberty (Health Education), changes during puberty (emotional and physical), conception (sexual intercourse, fertilisation), assisted fertility, birth, multiple births.

## Teaching and Learning

In Sex Education lessons, the teacher will inform the pupils about the key aspects of Sex Education using a range of resources such as PowerPoint Presentations, video clips, diagrams, stories and activities. The majority of the Sex Education Lessons will be taught using the FPA Programme ‘Growing up With Yasmine and Tom’.

The class teacher/ PSHE teacher uses a range of resources and materials produced by professional organisations such as:

- Medway Public Health Directorate.
- PSHE Association.
- FPA- The Sexual Health Company- ‘Growing up with Yasmine and Tom’.

Sex Education is taught in Year 6 cohorts where the class teacher has determined that the children are emotionally mature enough for the lessons and feels that the lessons would benefit them.

All resources are available prior to teaching, which is completed at the end of the Summer Term, where the children are the most mature and ready to begin their Sex Education. The Year 6 teacher will hold a parent consultation where they will share a detailed presentation of the resources and activities the children will be completing as part of Sex Education. If parents are unhappy for their child to continue, they can be withdrawn from the lessons concerning Sex Education but their children will still have access to information about puberty as this is a statutory part of health education.

## The Role of the Subject Leader

- Take lead in policy development and to oversee the development of the long term development plan for PSHE and RSE.
- Keep up to date with the developments in RSE.
- Disseminate information to colleagues.
- Collate samples of work across school to monitor standards and progress.



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### **SEND and inclusion**

The whole school policy on equal opportunities will be adhered to in Sex Education. Teachers will establish which aspects of Sex Education that children with additional needs or SEND are mature enough to access, in conjunction with parent consultations and discussions with other members of staff. This information will be given to the subject lead in order for them to adapt the PSHE and Sex Education planning accordingly. Resources will be adapted and provided for children with SEND or additional needs to ensure that they can access all appropriate lessons.

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