

Juniper Hill School

Sex Education Policy



Kindness Enjoyment Achievement

Written in March 2020

This policy was shared and ratified by the Governing Body on 24th March 2021

The policy was read and agreed at the Teaching and Learning Committee meeting on 19th May 2022.

The policy was read and agreed at the Teaching and Learning Committee meeting on 4th May 2023

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The policy was read, amended and agreed at the Teaching and Learning Committee meeting on 8th May 2025




1. School ethos / values statement

At Juniper Hill 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. We teach Sex Education as part of our Relationships Education within the planned PSHE (Personal Social, Health and Economic) curriculum.

2. Aims of the Sex Education policy

All primary schools offering Sex Education are required to define any sex education they choose to teach other than that covered in the science curriculum, outline the subject content, how it will be taught and who is responsible for teaching it, and state the parental / carers right to withdraw from non-statutory sex education lessons and the protocols established by the school to facilitate this. Schools are also required to consult with parents with regards to the policy and to work with parents, offering support in talking to their children about sex education and how to link this to what is being taught in school. It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Sex Education Policy.

The aim of this policy is to:

-  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

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 developed 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 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.

3. Parents'/ carers right to withdraw

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 Claire Garnett (Headteacher) or Sally Averill (PSHE Lead) about any concerns they may have.

Requests for withdrawal should be put in writing. 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.

4. Development of the policy

This policy was developed by the PSHE Lead in consultation with school governors, parents and pupils. The school ran a parents evening in March 2020 to seek the views of parents. Our PSHE Lead spoke to a sample of children in Year 2, 4 and 6 separately, to ask what they would like to know in Sex Education. The groups of children were asked two questions:

- 1) Is there anything you would like to know about your body and how it changes as you get older?
- 2) Is there anything you would like to learn about relationships between grown ups?

The children's responses have been incorporated into the schools Sex Education Planning.

This policy links to the PSHE policy, Relationships Education Policy / Life Skills Policy, Safeguarding Policy, Anti-Bullying Policy, Equalities Policy and the School Relational and Behaviour Policies.

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.

5. Definition of Sex 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.

6. The Curriculum









Intent

Why teach Sex Education?

The DfE states in the statutory Relationships, Relationships and Sex Education and Health Education guidance (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
-  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, (including signposting to trusted online support services such as Childline)
-  Ask a trusted adult rather than go online with regards to any concerns or questions

Implementation

See Appendix A, Sex Education Curriculum Content and Progression of Skills and Knowledge document. The school has clear guidelines for managing difficult questions, see Appendix B. 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

At Juniper Hill, we use Jigsaw, a PSHE scheme. Jigsaw is a comprehensive, online curriculum program designed to support the personal, social, health, and emotional development of children and young people aged 3 to 16.

Who teaches this?

All Sex Education lessons are taught by a teacher and an additional member of staff.

When

Part of the PSHE curriculum, see Appendix A.

Boys and girls will be taught together, with the exception of one lesson in Year 6, where the boys and girls will be taught separately.

How delivery and content will be made accessible to all pupils including SEND

Juniper Hill recognises that each child with SEN has a different level of understanding. Each pupil with SEND will participate in sex education lessons. Depending on the child's level of understanding and after discussion with the parents, the school will consider if the child needs an additional 1:1 lesson, differentiated material to access the learning etc. The school will deal with each SEND child sensitively and consider their individual needs.

Where you can view Curriculum Information

See Appendix A. This clearly states the number of lessons taught in each year group and the learning objective covered. Parents are welcome to contact the school to view the materials used in a lesson if they wish too.

Managing Difficult Questions









All aspects of PSHE are underpinned by shared and understood ground rules 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 online, 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

7. Confidentiality and safeguarding

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 procedures.

8. 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.

9. Working with parents and carers

We keep parents/carers informed about when sex education will take place. We offer a yearly information evening for parents and provide examples of the resources we plan to use. We provide comprehensive information leaflets on our school website for each year group. Parents/carers are welcome to make an appointment to view all the materials used to teach sex education if they wish.

10. Working with outside agencies and visiting speakers

The school will seek support from outside agencies and invite visiting speakers, if and when appropriate.

11. Monitoring, evaluation and training

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

An annual staff meeting will be held each spring term to train the staff, look at the curriculum content and review the Sex Education Policy, to ensure the staff are confident to deliver all aspects of the PSHE curriculum including sex education.

Appendix A - Sex Education Curriculum Content and Progression of Skills and Knowledge

Year Group	Lesson	Skills	Knowledge
1 Boys' and girls' Bodies	Changing Me Piece 4	To identify parts of the body that make boys different to girls.	To use the correct names for these: penis, testicles, vagina, vulva, anus.
2 Boys' and girls' Bodies	Changing Me Piece 4	To recognise the physical differences between boys and girls.	To use the correct names for these: penis, testicles, vagina, vulva, anus. To appreciate that some parts of the body are private.
3 Babies	Changing Me Piece 2	To express how they might feel if they had a new baby in their family.	To understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow.
3 Outside Body Changes	Changing Me Piece 3	To identify how girls' and boys' bodies change on the outside during this growing up process.	To understand that girls' and boys' bodies need to change so that when they grow up their bodies can make babies.
3 Inside Body Changes	Changing Me Piece 4	To identify how girls' and boys' bodies change on the inside during the growing up process.	To understand why these changes are necessary so that their bodies can make babies when they grow up.
4 Having a baby	Changing Me Piece 2	To correctly label the internal and external parts of male and female bodies that are necessary for making a baby.	To know names of the internal and external parts of male and female bodies that are necessary for making a baby.
4 Girls and Puberty	Changing Me Piece 3	To describe how a girls' body changes in order for her to be able to have babies when she is an adult.	To know that menstruation (having periods) is a natural part of the way a girls' body changes to enable her to have babies.
5 Puberty for Girls	Changing Me Piece 2	To explain how a girl's body changes during puberty.	To understand the importance of looking after yourself physically and emotionally.
5 Puberty for Boys	Changing Me Piece 3	To describe how girls' and boys' bodies change during puberty.	To know the changes in girls' and boys' bodies during puberty.
5 Conception	Changing Me Piece 4	To understand the vocabulary associated with puberty and IVF.	To understand that sexual intercourse can lead to conception and that is how babies are usually made. To understand that sometimes people need IVF to help them have a baby.
6 Puberty	Changing Me Piece 2 Over 2 sessions Session 1 Boys and Girls meet separately.	To explain how girls' and boys' bodies change during puberty.	To understand the importance of looking after yourself physically and emotionally.
6 Babies: Conception to Birth	Changing Me Piece 3	To describe how a baby develops from conception through the nine months of pregnancy, and how it is born.	To know how a baby develops from conception through the nine months of pregnancy, and how it is born.

Appendix B - Guidelines for Managing Difficult Questions within the context of a Sex Education Lesson

Managing awkward/tricky/sensitive questions

Some rules of thumb:

1. Decide whether or not it is appropriate to answer the question in the classroom i.e. is it age-appropriate?

(Keep within the remit of your year group's learning intentions as this is what has been agreed with parents/carers) You do not have to answer every question.

2. With the odd 'random' question that may arise, you don't have to have an answer! Be prepared to say you don't know if it's something you genuinely don't know about, or ask the child to put the question into the 'post-box' for you to return to at another time. Otherwise advise them that it is more appropriate at this time for their parents to answer.

3. Think about what might be behind the child's question i.e. why have they asked it? This may affect how you answer it.

4. Keep the answer very simple - children only need to know the answer to their question not the contents of a biology textbook!

5. Keep it factual.

6. If questions cause you concern, PAUSE and think about how you deal with it e.g. refer to safeguarding lead/refer to parent/carer.

7. Consider having pre-prepared answers (which you can check out with a colleague before the lesson) to aid confidence.

8. Teachers are to stick to the lesson plans and not answer any personal questions or share private information.

9. The school's response to a question about LGBTQ relationships.

Teachers will explain that being gay is a type of adult relationship where two men or two women love each other in a romantic way and if they chose they can get married. The teacher will not go beyond this definition and provide more detail. This is simply explaining what being gay means and that the word gay (or other LGBTQ related words) should not be used in an insulting or derogatory work.

10. The school's response to a question about being transgender is.

Teachers will explain that most people are not transgender. A transgender person does not feel that their body matches with their gender. To explain, a person who was born with a man's body may feel they are female and a person born with a female body may feel they are male. There can be all sorts of reasons why this happens. Some transgender people choose to change their appearance or body so their gender matches how they feel. This is called transitioning. Not all transgender people choose to do this. The teacher will stop at this point and explain that the children will learn more about this at secondary school.

Appendix C Ground Rules

Class teachers will work with their class to establish a list of ground rules that will increase their feelings of safety and comfort during puberty and sex education classes.

All class teachers will include the following 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.
- You will never be called upon to answer a question
- Everything that is discussed in the classroom can only be talked about at home / with a trusted adult. Children are not to talk about their learning with younger children, or around the school.

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.

Each class teacher will present the ground rules in their own way. Below is an example of how they may do this.

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 D – Useful Websites for Parents

Statutory guidance - Relationships education (Primary)

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

Understanding Relationships and Health Education in your child's primary school: a guide for parents

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