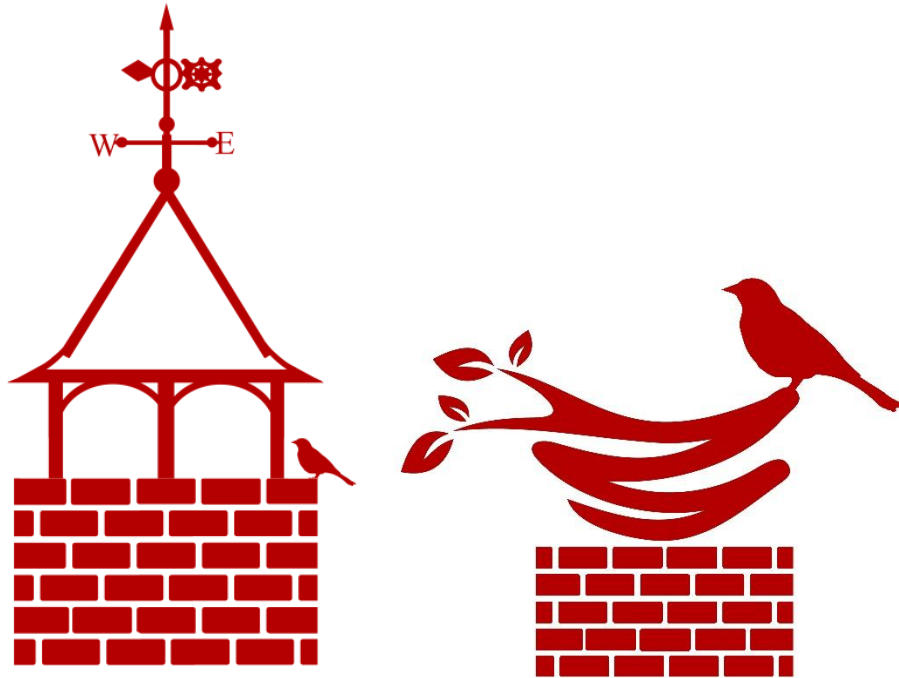


Juniper Hill School

Updated Sex Education Policy July 2026



Kindness Enjoyment Achievement

Written in July 2026 in response to new statutory guidance, *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers* (July 2026)

This policy will be shared with Juniper Families, Juniper Team and Governing Body in spring 2027. Changes will be made and it will be ratified by the Governing Body in March 2027, prior to 2026 – 2027 sex education lessons being taught.

Sex Education at Juniper Hill School

Sex Education is non-statutory in primary schools, but it is recommended by the Department of Education that all primary schools teach age-appropriate sex education to ensure children are prepared for the changes that adolescence brings and understand how human life begins. At Juniper Hill we teach non-statutory Sex Education as part of our Relationships Education within the planned PSHE curriculum.

The aim of this policy is to:

-  To define sex education covered at Juniper Hill other than that covered in the science curriculum.
-  To consult and provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching of Sex Education.
-  To state the parental / carers right to withdraw from non-statutory sex education lessons and the protocols established by the school to facilitate this.
-  To offer parental support and advise on how to talk to their children about sex education linked to lesson content, through year group, parental sex education leaflets on the website.
-  To demonstrate how the school meets legal requirements with regards to teaching Sex Education
-  To demonstrate the school has a compliant and up to date Sex Education Policy as a statutory responsibility of the governing body.

Legal Requirements

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 (July 2025.)

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.

Definition of Sex Education taught at Juniper Hill

Sex Education at Juniper Hill School is taught as part of the Relationships Education set out in Jigsaw's spiral curriculum for 'Changing Me'. Sex education is taught in addition to the statutory science curriculum about life cycles and reproduction in animals. It provides factual and age-appropriate knowledge about conception and birth in Year 5 and 6. Note, that sex education is not learning about different types of sexual activity.

In preparation for the Secondary school RSE curriculum, sex education teaches pupils to recognise the difference between intimate and non-intimate relationships, promotes healthy committed relationships including marriage and civil partnerships, 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 emotion personal space, how to keep themselves safe, and how to report concerns or issues. Puberty Education is part of the statutory Health Education and parents/cares do not have the right to withdraw their child from this aspect of the curriculum.

We believe sex education information is important for children to receive before they leave primary school, particularly as children naturally become more aware and curious about how life begins and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching.

Development of the policy

This policy was developed by the PSHE Lead in consultation with school governors, parents and pupils in response to the DfE revised *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers (July 2025)*

This included:

-  Parent information evenings including opportunities to view Jigsaw teaching materials and to ask staff questions about how they deliver sex education in their year group and view year group sex education materials.
-  Online access to the sex education knowledge and skills documents
-  Online access to Parental sex education leaflets
-  Welcoming parents and carers to discuss any aspect of this policy and its provision in school and to know their right to withdraw their children from the designated non-statutory sex education lessons.
-  Opportunities for 'Pupil voice'
-  Feedback to Governing body

Parent Engagement and the Right to Withdraw from Sex Education

Parents have the right to request that their child be withdrawn from some or all of sex education taught as part of PSHE. Parents do NOT have the right to withdraw children from:

-  Relationships Education (statutory)
-  Health Education, including puberty education (statutory)
-  Science curriculum content, including content about reproduction (statutory)

We request that before deciding to withdraw a child from sex education, we invite parents to make an appointment to discuss their concerns with either their child's class teacher, the PSHE Lead or a member of SLT. This discussion will help us to understand the request and enables us to clarify the nature and purpose of the curriculum, discuss the benefits of the education, and consider any potential impacts of withdrawal on the child.

Requests for withdrawal should be put in writing.

We highly recommend all students receive the full PSHE curriculum.

We provide Parental Sex Education information leaflets for each year group on our website.

Intent

Why teach Sex Education at Juniper Hill?

We believe high-quality Sex Education will support pupils to:

-  Be taught factual and correct information about this 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 loving 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

Our Sex Education Policy is underpinned by our three school aims:

Kindness - we find ways to support and look after each other during our Sex Education lessons, showing empathy, understanding and sensitivity towards others at all times.

Enjoyment – we find ways to make lessons informative and reflective without being overwhelming when learning about more personal subjects.

Achievement – we encourage everyone to achieve all that they can, by engaging learners in quality teaching and learning opportunities and providing appropriate resources, progression and support in a safe environment.

Implementation

What we use:

Sex Education is delivered through Jigsaw's 'Changing Me' puzzle as part of the PSHE Relationships curriculum. See [school website](#) for our Sex Education Curriculum Content and Progression of Skills and Knowledge.

We set out clear ground rules for sex education lessons to ensure a safe and supportive environment for the children's learning, See Appendix B.

Who teaches this?

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

When:

In Summer 2 Term as part of the Jigsaw "Changing Me" Puzzle

How delivery and content will be made accessible to all pupils including SEND, including children in our SEMH Unit (The Nest)

Juniper Hill recognises that each child with SEND 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 or differentiated material to access the learning etc. The school will deal

with each SEND child sensitively and consider their individual needs. The children in our SEMH Unit are taught lessons individually but our Nest Lead Teacher.

Where you can view Curriculum Information

Sex education content for each year group is found in our Progression of Skills and Knowledge document found on the [school website](#). This clearly states the number of lessons taught in each year group and the learning objectives covered. Parents are welcome to contact the school to view the materials used in a lesson if they wish too. They will have the opportunity to view their child's year group sex education material after school one evening in the summer term, before the lessons are to be taught.

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. 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 to encourage openness, we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures.

The school has clear guidelines for managing difficult questions, see Appendix A.

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
-  Understand the importance of consent within sexual 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

Managing Disclosures and Concerns

PSHE lessons, particularly those addressing sensitive topics, may lead to disclosures from children. All staff are trained to:

-  Respond calmly and supportively to disclosures

-  Never promise confidentiality (explaining that some concerns must be shared to keep children safe)
-  Listen carefully without asking leading questions
-  Record concerns accurately and immediately
-  Report all concerns to the Designated Safeguarding Lead (or deputy DSL) without delay

Children are informed via the Jigsaw Charter at the start of PSHE lessons how confidentiality works - that personal information shared by others during discussions will be treated with respect and care, but if a teacher is worried about a child's safety, they will need to share information with people who can help.

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.

Working with outside agencies and visiting speakers

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

Monitoring, evaluation and training

Sex education will be monitored and evaluated by the PSHE Lead, SLT 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 Summer 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.

This policy should be read in conjunction with:

-  Anti-bullying Policy
-  Child Protection and Safeguarding Policies
-  Equalities Policy
-  Life Skills Policy
-  Mental Health and Wellbeing Policy
-  PSHE Policy
-  Relationship Policy Behaviour Policy

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

Managing awkward/tricky/sensitive questions

Some rules of thumb:

-  Decide whether 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.
-  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.
-  Think about what might be behind the child's question i.e. why have they asked it? This may affect how you answer it.
-  Keep the answer very simple - children only need to know the answer to their question not the contents of a biology textbook!
-  Keep it factual.
-  If questions cause you concern, PAUSE and think about how you deal with it e.g. refer to safeguarding lead/refer to parent/carer.
-  Consider having pre-prepared answers (which you can check out with a colleague before the lesson) to aid confidence.
-  Teachers are to stick to the lesson plans and not answer any personal questions or share private information.
-  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 choose, they could 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 way.
-  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 male 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 B 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 talking 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 C - Juniper Hill PSHE Curriculum SEND Provisions

Communication and Interaction	Cognition and Learning	Physical Health and development	Social, Emotional and Mental Health
 Kagan Groups  Rosenshine principles  Individual and Small group discussions  Supported 'Calm Me time' if dis-regulated  PACEful interactions  Attachment aware, Trauma informed approach	 Appropriately differentiated tasks  Short step by step instructions  Short, simple, achievable tasks  Kagan  Scaffolding and modelling learning  Adult check-ins for understanding  Rosenshine principles – revisiting /reviewing learning regularly	 Adapted equipment e.g. scissors.  Use of IT  Use of visualizer  Simplified worksheets  Space to move around safely	 Sensitive approach to some topics e.g. 'families' for looked after children  Calm Me sessions  Zone s of Regulation input and discussions  Use of stories and scenarios that distance personal details  PACE practice  Awareness of the impact of ACEs

Appendix D – Useful Websites for Parents

[Relationships and sex education \(RSE\) and health education - GOV.UK](#)
[New RSHE guidance: what parents need to know – The Education Hub](#)