THE PREMIER ACADEMY

SEX EDUCATION POLICY – JULY 2025

Statement of Intent
Schools have a statutory obligation under the Children Act (2004) to promote the wellbeing of all children and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive sex education programme plays a part in meeting these obligations and it provides accurate, factual information about the body, reproduction, sex, and sexual health. It also provides learners with essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

The Academy's Sex Education programme is taught as part of the Personal, Social, Health, Economic Education (PSHEE) curriculum and links to statutory teaching in Science and Relationships and Health Education. We believe that children should understand the emotional, social and physical aspects of growing up, including changing relationships, sex, human sexuality and sexual health.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education (RSHE) for all our children. This Policy sets out the framework for our Sex Education curriculum, providing clarity on how it is informed, organised and delivered. Sex Education within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born.

Legal Framework
This Policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2025) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'.
- DfE (2021) 'Teaching about relationships, sex and health
- DfE 'Keeping children safe in education'

This Policy operates in conjunction with the following Academy policies and documents:

- Child Protection Policy
- Behaviour Policy
- SEND Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- E-safety Policy
- Complaints Procedures Policy
- PSHEE Policy
- Relationships and Health Education Policy
- School Improvement Plan

Due regard has been given to:

- Consultation with parents, governors, teachers and the school nurse.
- Issues of content, organisation, methodology, resources, use of external experts and the explicitness and presentation of materials (including the presence or intervention of teachers as appropriate).
- Encouraging children to have regard to moral considerations, to appreciate the value of a stable family life, dignity, respect, self-restraint, and to behave responsibly in relationships.

Roles and Responsibilities

The Governing Body is responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link governor for RHE who supports the Academy and monitors any aspects of RHE included within the SIP.
- Providing clear information for parents on subject content.
- Providing clear information for parents on their right to request that their child is withdrawn from sex education teaching beyond that of the statutory curriculum only.
- Reviewing requests from parents to withdraw their child from sex education.
- Arrange discussions with parents who have requested withdrawal.
- Organising alternative education for children, where necessary, that is appropriate and purposeful.
- Handling complaints regarding this Policy, as outlined in the Academy's Complaints Procedures Policy.

The PSHEE Lead is responsible for:

- Overseeing the delivery of the subject.
- Ensuring the teaching and resources are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching.
- Monitoring and evaluating the effectiveness of the subject and providing reports to the CEO and FGB, on request.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support individual needs.
- Advising staff on the use of support staff in order to meet individual needs.

Teachers are responsible for:

- Delivering a high-quality and age-appropriate sex education.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all.
- Modelling positive attitudes to relationships, health and sex education.
- Responding to any safeguarding concerns in line with the Academy's Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subject.
- Liaising with the SENCO to identify and respond to individual needs of children with SEND.
- Working with the PSHEE Lead to evaluate the quality of provision.

Informing and Involving Parents/Carers

The Academy understands the important role parents / carers play in enhancing their children's understanding of sex education. Similarly, we also understand how important parents'/carers' views are in shaping the curriculum.

Parents/carers can arrange an appointment with the PSHEE Lead to discuss the delivery of the Sex Education programme. Parents/carers maintain the statutory right to request that they review all curriculum materials and resources that the Academy uses.

Offering Advice
The Governing Body and staff believe that the Academy's function is to provide a general education about relationships, health and sex matters and not to offer individual advice or counselling on aspects such as sexual behaviour – however, sources of professional information and advice will be identified when appropriate.

Teacher Responsibility
Teachers cannot:
- Give personal advice or counselling on sexual matters to a child (either individually or within a group) if a parent has withdrawn that child from sex education (refer to following section – Withdrawal).
- Give personal contraceptive advice to children.

Teachers can:
- Provide all children with education and information about where and from whom they can receive confidential advice and treatment, e.g. the school nurse, their GP or Brook Advisory Centre. This is not the provision of sex education, but merely the imparting of factual information as to where advice, counselling (and treatment) can lawfully be obtained. Appointments to see the nurse can be arranged through the HELPAS Hub.

Curriculum Organisation
For the purpose of this Policy, sex education is defined as teaching children about healthy, respectful relationships, focusing on family and friendships including same-sex parents and diverse family structures in all contexts, including online, as well as developing an understanding of human sexuality and reproduction.

The Sex Education programme has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The Sex Education programme is informed by issues in the Academy and wider community to ensure it is tailored to the needs of our children.

Any parent / carer wishing to provide feedback about the curriculum can do so at any time during the academic year by:
- Organising a meeting with the PSHEE Lead and / or Assistant Deputy CEO.
- Emailing admin@tpamk.co.uk
- Submitting written feedback to the Academy office.

Delivery of the Curriculum
Through effective organisation and delivery of the subject, we will ensure that:
- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to children clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for children to embed new knowledge so that it can be used confidently in real-life situations.
- Teachers must ensure that the curriculum relies on factual information regarding biological sex and that the school does not teach gender identity as fact.

- Staff must ensure that they use correct anatomical terminology for body parts to support safeguarding.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that children understand what the law does and does not allow, and the wider legal implications of the decisions they make.

The Academy ensures that all teaching and materials are appropriate for the ages of the children, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Lesson plans will provide appropriate challenge for children and be differentiated for individual needs.

Appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching accordingly.

Teachers will ensure that children's views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the child's age.

Any resources or materials used to support learning will be formally assessed by the PSHEE Lead before use to ensure they are appropriate for the age and maturity of children, and sensitive to their needs.

External Educators

At the Academy, we believe that most of the Sex Education curriculum is best discussed openly with adults who are known to and trusted by the children. However, visitors such as nurses, or sexual health workers, can greatly enhance the quality of the provision as long as they are used in addition to, not instead of teachers.

Care is taken to provide the visitor, well in advance of the visit, with a copy of the Academy's policies and planning. After gaining approval from the Head of Education or Curriculum Manager for the visit, the organiser makes the visitor aware of the ethos of the Academy and the manner of delivery of the Sex Education curriculum; outside agencies must follow Academy policies and procedures.

The Academy will agree with the external visitor the procedures for confidentiality, ensuring that the visitor understands how safeguarding reports should be dealt with in line with the Academy's Child Protection and Safeguarding Policy. The class teacher and / or support assistant will always be present for the delivery of any sessions by any external educator.

Sex Education Overview

Statutory elements of the Science National Curriculum, which parents are not allowed to withdraw children from, include teaching about the human lifecycle; how the human body changes as it grows from birth to old age, including puberty and the reproductive process in plants and animals.

Statutory elements of the Relationships and Health Education curriculum, which parents are not allowed to withdraw children from, include teaching the key facts about puberty and the changing

adolescent body, particularly from age 9 through to age 11, including physical and emotional changes, menstrual wellbeing including the key facts about the menstrual cycle.

Therefore, coverage beyond statutory teaching is taught through the Sex Education programme. This includes teaching about conception, pregnancy, sexual health and illnesses and contraception.

The Academy plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years with key messages and learning repeated as appropriate.

Year 5

By the end of Year 5, children will:

- Understand the relationship between the reproductive cells (sperm and ovum), menstruation and wet dreams.
- Understand the process of human reproduction in the context of the human lifecycle.
- Understand that sexuality is expressed in a variety of ways between consenting adults; know that sexual intercourse may be one part of a sexual relationship.
- Know how babies are made, including the relationship between sexual intercourse and conception.
- Know how a baby is conceived and grows (conception and pregnancy); know the key male and female body parts associated with conception and pregnancy; understand the importance of implantation in the womb; know what pregnancy is, where it occurs and how long it takes.

Year 6:

By the end of Year 6, children will:

- Know about reproduction in humans and the human lifecycle.
- Know about fertilisation, conception and pregnancy.
- Know about different methods of contraception; know that a condom stops sperm from meeting an egg and therefore stops fertilisation; know that women can take a pill to stop an egg from being released, preventing conception.
- Understand that contraception is both partners' responsibility.
- Know about sexual health, illnesses and how to stay safe.
- Understand the legalities linked to sex including the age of consent.

Explicit Questions

It is unlikely to be appropriate to deal with a child's explicit questions by dealing with it in front of the whole class. The teacher may deem it appropriate to discuss the child's concerns with them and / or with the parents. Answers to the 'questions in a box' approach, which the Academy adopts, must only be given after very careful screening of the questions.

Confidentiality

Having considered all available advice and guidance in circumstances where a child is considered at risk of any type of abuse (e.g. moral or physical) or in breach of the law, the teacher must refer this immediately to the Designated Safeguarding Lead in compliance with the procedures for Child Protection. The DSL will decide whether to inform the parents and / or appropriate authorities and may arrange for counselling.

There is no legal duty on a teacher, or other member of staff to inform parents of matters which a child has confided to them; however:

- Teachers must not promise confidentiality.
- Children must be made aware that any incident or disclosure may be conveyed to the DSL and possibly to parents.

- Teachers must use their professional judgement to decide whether confidence can be maintained having heard the information.
- Teachers must indicate clearly to children when the content of a conversation can no longer be kept confidential - the child can then decide whether to proceed or not.

Failure of staff to adhere to this confidentiality statement may constitute grounds for disciplinary action.

Withdrawal
The Government recommend that all primary schools have a programme of sex education tailored to the needs of their children. However, as sex education is not statutory at primary level (other than what must be taught as part of the Science National Curriculum) parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The Academy will grant withdrawal requests; however, the PSHEE Lead will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The PSHEE Lead will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the child – this could include, for example, social and emotional effects of being excluded and / or being given misinformation from peers.

The PSHEE Lead will keep a record of the discussion between themselves, the child (where relevant) and the parent.

Where a child is withdrawn from sex education, the class teacher will ensure that the child receives appropriate alternative education.

Parents who wish to withdraw their children from sex education must inform the Academy on an annual basis; withdrawal will not automatically carry over from a previous year.

Monitoring and Review
The PSHEE Lead is responsible for monitoring the quality of teaching and learning for the subject.

This Policy will be reviewed every two years or considering any changes to statutory guidance, feedback from parents, staff or children and issues in the Academy or local area that may need addressing.

The next scheduled review date for this Policy is July 2027.