



*Shine like Stars*



LOWDHAM C of E PRIMARY

## Relationship and Sex Education Policy

### ‘Shine like stars’ Philippians 2:15

**L**ove others – “My command is this: love each other as I have loved you.” John 15:22

**E**veryone join in – “How good and pleasant it is when God’s people live together in unity!” Psalm 133:1

**A**lways do your best – “Work at everything you do with all your heart.” Colossians 3:23

**R**each out – “Do to others as you want them to do to you.” Luke 16:33

**N**ever give up – “I can do all this by the power of Christ. He gives me strength.” Philippians 4:13



**This policy has been written in line with the government's RSE policy and complements several of our other policies (later listed).**

**Staff and governors have seen and contributed to this policy and it has been consulted upon by parents.**

At **Lowdham CofE Primary**, children come first. The school seeks to maximise the potential of the children placed in its care, within a Christian atmosphere and environment.

The school is concerned to promote the social development and self-worth of each child within the Christian ethos of the school and within the context of the wider community.

Our motto is Shine like stars from the book of Philippians (2:15) and everything we do ensures that the children have opportunity to do just that. This is backed up through our values which are displayed in every classroom and discussed in collective worship and, most importantly, lived out through everyone working and learning in the school.

### **Curriculum Vision**

*See Appendix 1*

### **Context/Introduction**

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does **not** make young people more likely to become sexually active at a younger age.

### **Moral and Values Framework**

Sex and relationship education will reflect the (5) values of the school and tie closely to British values too. Our SRE programme runs concurrently with our HeartSmart one (Appendix 2). SRE will be taught in the context of relationships and Science. In addition, SRE will promote self-esteem, emotional health and well-being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others at home, school, work and in the community. As a Church of England school, SRE will be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness. SRE will be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God. SRE teaching will be sensitive to the circumstances of all pupils and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage. Any issues regarding human sexuality will be addressed sensitively. The exploration of reproduction and sexual behaviour within the Science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

### **Process for Policy development**

Governors review the existing SRE policy biannually. The policy has been developed in consultation with pupils, parents/carers, teaching-non teaching staff, governors, school health staff and other relevant agencies.



Methods of consultation included, auditing existing provision in order to develop, implement, monitor and evaluate the curriculum.

Also, parents have the opportunity to come and examine the resources and the policy was sent out for their consideration.

### **Aims and Objectives for Sex and Relationship Education**

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of **Sex and Relationship Education** are:

- ☒ To provide the knowledge and information to which all pupils are entitled
- ☒ To clarify/reinforce existing knowledge
- ☒ To raise pupils' self-esteem and confidence, especially in their relationships with others;
- ☒ To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- ☒ To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- ☒ To provide the confidence to be participating members of society and to value themselves and others;
- ☒ To help gain access to information and support;
- ☒ To develop skills for a healthier safer lifestyle;
- ☒ To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- ☒ To have an understanding (in Y6) of Child Sexual Exploitation (CSE) and how to be safe online; also, to be confident in their self around adults (example: NSPCC's PANTS rule) and understand that grooming and *stranger danger* can occur in the real world as well as the digital;
- ☒ To respect and care for their bodies; and
- ☒ To be prepared for puberty and adulthood.

### **The teaching programme for Relationship and Sex Education**

#### **Legal requirements**

All schools must teach the following as part of the National Curriculum Science Orders and parents do not have the right to withdraw their child/children from these elements.

"National Curriculum Science from 2014 ([updated: May, 2015](#))

#### **Key Stage 1**

*Y1: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.*

*Y2: notice that animals, including humans, have offspring which grow into adults, find out about and describe the basic needs of animals, including humans, for survival (water, food and air), describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.*



## **Key Stage 2**

*Y3/4: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat, identify that humans and some other animals have skeletons and muscles for support, protection and movement, describe the simple functions of the basic parts of the digestive system in humans, identify the different types of teeth in humans and their simple functions, construct and interpret a variety of food chains, identifying producers, predators and prey.*

*Y5/6: describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty, identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood, recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function, describe the ways in which nutrients and water are transported within animals, including humans.”*

- ☒ Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
- ☒ It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Such a programme can successfully follow the outline given below;

### **Foundation**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

### **Key Stage 1**

Through work in science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship, children reflect on family relationships, different family groups and friendships. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety.

### **Key Stage 2**

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 & 6.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.



## The organisation of Sex and Relationship Education

Mr Jones is the designated teacher with responsibility for co-ordinating sex and relationship education.

Sex and relationship education is delivered through science, RE, PSHE, literacy activities and circle time – these lessons take shape through the overarching unit of HeartSmart. HeartSmart planning includes all the objectives of the new RSE curriculum and weaves them through the plans for each year group. The teaching of specific Sex and relationship units is taught discretely using the Christopher Winters Project materials (See Appendix 3).

Sex and relationship education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach sex and relationship education include fiction, reference books, leaflets and extracts from videos.

HeartSmart Primary

Channel 4's **Living and Growing** video Units 1, 2 & 3.

*Unit 1: Differences/How did I get Here?/Growing up*

*Unit 2: Changes/How babies are made/How babies are born*

*Unit 3: Girl talk/Boy talk*

The Christopher Winter Project – Reception through to Y6

Short videos from BBC Bitesize:

<https://www.bbc.com/education/topics/zh882hv/resources/1>

## Specific Issues

### Parental consultation

The school includes information on sex and relationship education in the school prospectus and full details are available on request.

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of sex and relationship education **not** included in the National Curriculum Science Orders. Parents **cannot** withdraw their children from the relationships 'health' education aspect.

However, this rarely happens; by working in partnership with parents, they recognise the importance of this aspect of their child's education.

### Child Protection/Confidentiality

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Headteacher/Designated Child Protection person in line with the LA procedures for child protection.



### **Links with other policies**

This policy is linked with the following policies:

- ✓ PSHE & Citizenship
- ✓ Equal Opportunities
- ✓ Child Protection
- ✓ Confidentiality
- ✓ Behaviour
- ✓ Anti-Bullying

### **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

### **Use of visitors**

*Visitors should complement but never substitute or replace planned provision. It is the PSHE leader's and teachers' responsibility to plan the curriculum and lessons."* Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

### **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

## **Curriculum**

### **More specific care**

**Menstrual Wellbeing:** Some pupils will begin menstruation in primary school. To support pupils who are on their monthly cycle, we have in place the following: Sanitary disposal units are available in the single access toilet. Pupils can access sanitary products from the Mrs Burrows or Mrs Pizer or ask a female member of staff to assist. For those experiencing *period poverty*, free sanitary protection can be accessed from the junior school office – please talk to Mrs Burrows or Mrs Pizer if this is required. When a pupil starts periods in school, we will support them on-site and inform parents. If your child has difficulties managing their periods at school, please contact Mrs Burrows or Mrs Pizer. We also run a mother/daughter information evening where the pupils and parents look at a range of materials and resources and have opportunity to ask questions in a safe environment. This has been very successful and has been a real support to our pupils and their families.

## **Monitoring and Evaluation**



Monitoring is the responsibility of the headteacher, named governor and teacher with responsibility for sex and relationship education.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the SRE programme will be evaluated by assessing children's learning and implementing change if required.

Any change will be reflected in the school prospectus.

SRE issues will be included in the induction programme for all new members of staff.



## APPENDIX 1 – CURRICULUM VISION

Here at **Lowdham CofE Primary School**, we are shaping the future. We are building the foundations for a passion for learning and exploration, for developing caring and independent thinkers. Through our exciting and enriched curriculum, we are helping to create scientists, poets, artists and explorers, readers, dancers, musicians and lovers of sports. Everything we plan, teach and encourage here is designed deliberately to develop young learners who feel they can excel in different areas and experience plenty. Our motto underpins all this: **'Shine like stars'** from the book of Philippians (2:15) is the driving force behind our conversations, our plans and is seen in and out of the classrooms every day.

We aim to have every child *shining*. Regardless of their background, their context or their arrival in school, we present opportunities from learning in the classroom to residential, visits and our Forest School. Everything is shaped to give these chances to the children in our care.

We understand the obvious need for children to leave us at the end of Key Stage 2 being good readers, confident mathematicians and with a strong sense of purpose and self-esteem. Our curriculum is designed as such to enable children and staff to flourish in many ways and for them to exceed expectations – to shine!

Our curriculum is built around engaging topics that fit in with the National Curriculum and suit the area in which we live. The children have a voice that is heard through our worship leaders, our sports leaders, our pupil council and our eco team. They suggest ideas and initiatives that will engage the other children and that aid their learning of key concepts. Many educational visits and visitors are used to help bring the curriculum to life and to give the children access to the past and the future.

As a Church of England school, we uphold the CofE's values and entwine them with our own. We have **5 values** that are all linked with a key Bible verse. These values underpin our collective worship time, the policies we create, the decisions we make and the flow of learning. All 5 values unpack our motto and show the children how they can *shine like stars*.

## APPENDIX 2 – EXAMPLES OF HEARTSMART PLANNING

### R&HE

**CF4.** that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

**RR2.** practical steps they can take in a range of different contexts to improve or support respectful relationships.

### PSHE

**H1** what positively and negatively affects their physical, mental and emotional health

### BIBLE REFERENCE

Love does not count up wrongs that have been done.

1 Corinthians 13:4-5

### SMSC

**The spiritual development of pupils is shown by their:**

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- willingness to reflect on their experiences

### SIAMS

Strand 2: Wisdom, Knowledge and Skills

Strand 4: Community and Living Well Together

Taken from Y5 planning, unit: *Don't Hold On To What Is Wrong!*

**The R&HE links are taken directly from the Department for Education's RSE guidance.**

### R&HE

**MW2.** that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

### PSHE

**H3.** to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals

**H4.** about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings

### BIBLE REFERENCE

Love never gives up; and its faith, hope, and patience never fail. Love is eternal.

1 Corinthians 13:7-8

### SMSC

**The spiritual development of pupils is shown by their:**

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values

Taken from Y1 planning, unit: *No Way Through Isn't True!*

**The R&HE links are taken directly from the Department for Education's RSE guidance.**



Year 4

Growing Up

Key Stage 2

## Scheme of Work

Word Box: Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings

<p><b>PSHE</b>  <b>Programme of Study</b>  <b>Core Theme 1:</b>  <b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• how their body will, and emotions may, change as they approach and move through puberty</li> <li>• to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</li> <li>• about human reproduction</li> </ul> <p><b>Science Attainment Targets</b></p> <ul style="list-style-type: none"> <li>• describe the changes as humans develop to old age</li> </ul>	<p><b>Learning Intentions and Learning Outcomes</b></p> <p><b>Learning Intention</b>                  To explore the human lifecycle</p> <p><b>Learning Outcomes</b>                  Describe the main stages of the human lifecycle                  Describe the body changes that happen when a child grows up</p> <hr/> <p><b>Learning Intention</b>                  To identify some basic facts about puberty</p> <p><b>Learning Outcomes</b>                  Discuss male and female body parts using agreed words                  Know some of the changes which happen to the body during puberty</p>	<p><b>Lesson Title</b></p> <p>Lesson 1  <a href="#">Growing and Changing</a></p> <hr/> <p>Lesson 2  <a href="#">What is Puberty?</a></p>	<p><b>Resources</b></p> <p><a href="#">Lifecycle pictures</a>  <a href="#">Lifecycle word cards</a>  <a href="#">What has changed? worksheet</a>  <a href="#">Lifecycle Quiz slides</a>  <a href="#">Lifecycle Quiz answers</a></p> <p>Additional Activities  <a href="#">Babies and Children worksheet</a></p> <hr/> <p><a href="#">Body Part Bingo cards</a>  <a href="#">Bingo Flash cards</a>  <a href="#">Body Changes pictures</a>  <a href="#">Our Bodies worksheet</a></p>
	<p><b>Learning Intention</b></p>	<p>Lesson 3</p>	<p>Story bag Items (see lesson plan)</p>

Taken from Y4 planning, unit: *Growing Up*  
 The programme of study core themes are taken directly from the Department for Education’s RSE guidance.

Year 2

Differences

Key Stage 1

## Scheme of Work

Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina

<p><b>PSHE</b>  <b>Programme of Study</b>  <b>Core Theme 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• about the process of growing from young to old and how people’s needs change</li> <li>• the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> </ul> <p><b>Science Attainment Targets</b></p> <ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> </ul>	<p><b>Learning Intentions and Learning Outcomes</b></p> <p><b>Learning Intention</b>                  To introduce the concept of male and female and gender stereotypes                  To identify differences between males and females</p> <p><b>Learning Outcomes</b>                  Understand that some people have fixed ideas about what boys and girls can do                  Describe the difference between male and female babies</p> <hr/> <p><b>Learning Intention</b>                  To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p><b>Learning Outcomes</b>                  Describe some differences between male and female animals                  Understand that making a new life needs a male and a female</p>	<p><b>Lesson Title</b></p> <p>Lesson 1  <a href="#">Differences: Boys &amp; Girls</a></p> <hr/> <p>Lesson 2  <a href="#">Differences: Male and Female</a></p>	<p><b>Resources</b></p> <p>2 large PE hoops  <a href="#">Boy/Girl/Both labels</a>                  Bag of objects and clothing to explore male and female or <a href="#">Pictures of objects and clothing</a>  <a href="#">Clothed Babies picture cards</a>  <a href="#">Clothed Babies whiteboard summary</a>  <a href="#">Pictures of newborn babies</a></p> <p>Additional Activities                  Recommended reading:  <i>Happy Families</i>, Allan Ahlberg,  <i>Princess Smartypants</i>, Babette Cole  <i>William’s Doll</i>, Charlotte Zolotow  <i>Amazing Grace</i>, Mary Hoffman and Caroline Blinch</p> <hr/> <p>Talking object  <a href="#">Pictures of male and female animals</a>  <a href="#">Cats and Kittens worksheet</a>                  Anatomically correct toy farm animals  <a href="#">www.toysnfun.co.uk</a></p>
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Taken from Y2 planning, unit: *Differences*  
 The programme of study core themes are taken directly from the Department for Education’s RSE guidance.

Reviewed and ratified by Governing body	Spring Term 2026		
Next Revision (Please highlight as appropriate)	Annual	<b>Biennial</b>	Tri-annual
To be reviewed	Spring Term 2028		