



Shine like Stars



LOWDHAM C of E PRIMARY

## Relationships and Sex Education Policy

**L**ove others – *“My command is this: love each other as I have loved you.”* John 15:12

**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 6:31

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

**Lowdham CofE (Aided) Primary School**  
**RSE Policy**

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## **Relationships and Sex Education Policy**

***\*Also known as RSE or RSHE***

**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.

### **Context/Introduction**

Relationships and Sex 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**

Relationships and Sex education will reflect the (5) values of the school and tie closely to British values too. Our RSE programme runs concurrently with our HeartSmart curriculum (Appendix 2). RSE will be taught in the context of relationships and Science. In addition, RSE will promote self-esteem, emotional health and well-being, helping pupils 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, RSE will be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness. RSE will be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God. RSE 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.

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### **Process for Policy development**

The Pupils & Personnel Committee review the existing RSE 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 RSE 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 **Relationships and Sex 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 Relationships and Sex Education**

#### **Legal requirements**

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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 RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
- It is our intention that all children have the opportunity to experience a programme of RSE 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**

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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.

Sex and relationship education should focus on the development of skills and attitudes not just the acquisition of knowledge.

### **The organisation of Sex and Relationship Education**

Mr Jones (Headteacher) is the designated teacher with responsibility for co-ordinating Relationships and Sex 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 Relationships and Sex units is taught discretely using the 'Christopher Winters Project' materials.

Relationships and Sex 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 Relationships and Sex Education include fiction, reference books, leaflets and extracts from videos. These are within the HeartSmart curriculum and in addition the Channel 4's **Living and Growing** video Units 1, 2 & 3 plus occasional use of the work books.

*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

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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 being 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/Safeguarding and 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/safeguarding issue.

The staff member will inform the Headteacher/Designated Safeguarding Lead in line with the LA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

- **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**

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*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 Relationship and Sex 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 disabled access toilet and in one of the Y4,5,6 female toilet cubicles. 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 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 'parent & 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 Relationships and Sex 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 RSE programme will be evaluated by assessing children's learning and implementing change if required.

Any change will be reflected in the school prospectus.

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

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Reviewed and ratified by Governing body	Autumn Term 2023		
Consulted with parents	Summer Term 2023		
Next Revision (Please highlight as appropriate)	Annual	<b>Biennial</b>	Tri-annual
To be reviewed	Autumn Term 2025		