

“High-quality relationships and sex education (RSE) helps create safe school communities where pupils can grow, learn, and develop positive, healthy behaviour for life”

- *Family Planning Association 2019*

Our rationale

At Airedale Junior School, good relationships are fundamental to our ethos. Relationships and Sex Education (RSE) is lifelong learning about relationships, emotions, looking after ourselves, different families, sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people.

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated - these changes bring the content into the 21st century, so that it is relevant for your child.

Aim: Intent

Through these subjects, we want to support all young people to be happy, healthy and safe - we want to equip them for adult life and to make a positive contribution to society. The aims of relationship and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Teach children the correct vocabulary to describe themselves and their bodies
- Develop confidence in talking about feelings and relationships
- Help children develop feelings of self-respect, confidence and empathy
- Have the confidence and self-esteem to value themselves and others
- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of relationships and sexuality
- Understand about the diverse range of different relationships, and families, and their importance for the care and support of children
- Behave responsibly within relationships

- Be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- Understand the role of the media in forming attitudes
- Understand that offence can be caused by the use of sexual terms as an insult

Curriculum and Subject Content: Implementation

The Department for Education has introduced compulsory Relationships Education for primary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Primary schools are also required to teach the elements of sex education contained in the science curriculum.

At Airedale Junior School, many relationship aspects are covered through our PSHE programme which helps to equip them with knowledge, understanding and practical skills, appropriate to their age and maturity, in order to live healthy, safe, fulfilled and responsible lives. However, some biological aspects are covered in Science and PSHE also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. Relationships and Sex Education may be taught discretely in Years 5 and 6, in line with the science curriculum. Linked with R.E, 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.

Across Key Stage 2, children will be taught content on:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Maintaining positive mental wellbeing
- Internet safety and harms
- The importance of physical health and fitness
- The importance of healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Information on health and prevention
- Basic first aid
- The changing adolescent body

They will also be taught a range of skills including:

- Communication and how to manage changing relationships and emotions

- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

Airedale Junior School use the CWP scheme of work. This organisation has extensive experience in providing high quality and age appropriate schemes of work.

RSE Curriculum Map:

Year 3	Valuing difference and keeping safe including gender differences
Year 4	Growing up- Growing and changing/puberty
Year 5	Puberty- male and female changes and hygiene
Year 6	Puberty, effective communication in relationships and reproduction

Staff responsibility for RSE

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from the non-science components of RSE

Staff do not have the right to opt out of teaching RSE.

Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Parents rights to withdraw:

Parents have the right to withdraw their children from the non-science components of RSE.

Where RSE is taught as a discrete subject, parents / carers will be informed in advance, so they can make an informed decision about whether to withdraw their child. In the instance that the right to withdrawal is exercised, parents/carers should be made aware that some elements of RSE could arise naturally from class discussion.

Should parents or carers wish to withdraw their child from RSE lessons, this will be dealt with sympathetically.

Requests for withdrawal should be put in writing and addressed to the Head Teacher. Withdrawal requests will be recorded on the child's electronic file and we will discuss the withdrawal with parents, when requested, and take appropriate action.

The Head Teacher will inform the child's class teacher of the request to withdraw, and the teacher will make arrangements for the child to go to another class during RSE lessons.

Alternative work will be given to children who are withdrawn from RSE.

Monitoring and evaluation: Impact

The delivery of RSE is monitored by The Curriculum Leader, through ongoing training, planning and resource scrutiny, and discussion.

Assessment in RSE is based upon a child's development and is monitored by class teachers. At Airedale Junior School we use a range of assessment materials to ensure that children are making appropriate progress, including observations and ongoing work in lessons. Pupils are expected to know and understand the matters discussed. Elements of the sex education in the science curriculum are assessed formally. Other elements of the RSE programme are assessed and evaluated using a variety of AFL activities.

Class teachers are responsible for ensuring that tasks are differentiated appropriately to match the needs of all pupils, including those with Special Educational Needs. Children will be supported as appropriate and advice will be sought from the SENCO, RSE lead and parents, prior to the teaching of RSE lessons.

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