



Relationship and Sex Education at Western Road School



Throughout the year, but particularly in Terms 5 and 6, every class undertakes age-appropriate Relationship and Sex Education as part of the PSHE and Science curriculum.

Here is a guide to help answer any questions you may have.

- What is Relationship and Sex Education?**
 - What are schools expected to do?**
 - What will my child be taught?**
 - What language will be used?**
 - How will I be consulted?**
 - What can I do if I have concerns?**



What is RSE?

Relationships and Sex Education (RSE) is an important aspect of every child's personal and social development. It aims to help young people make informed, responsible and healthy choices about their lives, their relationships and their contribution to society.

To do this, children and young people need to:

- Gain **information, knowledge, and understanding.**
- Develop and use the **thinking and skills** that will allow them to become confident in making decisions and choices for themselves
- Consider their own and others' feelings, emotions and values.
- Learn about their rights and responsibilities.

RSE begins at home where children first become aware of their growing bodies and how they are kept safe and cared for. As they grow up children begin to explore and understand their feelings and values and how they relate to the wider world around them.

From an early age, young people are exposed to many conflicting ideas about health, lifestyle and sexuality from sources such as television, magazines, social media and friends. Parents and schools share the responsibility for helping young people to make sense of these pressures and messages.



What are schools expected to do?

The RSE curriculum was made statutory in September 2020, and all schools were required to begin teaching it by Summer 2021. At Western Road we have been teaching the non-statutory parts of the curriculum for many years and have now ensured that our curriculum includes all new requirements. RSE is also informed by guidance for the teaching of Science, since the biological aspects of RSE are part of the statutory Science programme of study, for primary age children (of which will be outlined on the following page).

We aim to also:

- *Make sure that RSE takes account of each child's age, understanding and stage of development.*
- *Work in partnership with parents/carers.*
- *Have procedures in place for parents/carers to raise concerns.*
- *Have a method of consulting with pupils.*
- *Respect different cultural, ethnic and religious environment of the home.*
- *Respect the different home circumstances and needs of all young people.*



What will my child be taught?

RSE builds on what children already know. It is an important part of health education, education for personal and social development, and religious and moral education. It is also an important part of the Science curriculum. Timing is also essential as in order to reduce fears and potential anxieties it is vital that children receive appropriate information before a key point of development e.g. it is pointless introducing menstruation after a girl has started her 'period'.

The content of the National Curriculum for Science, for each Key Stage, related to RSE is outlined below. Some of these aspects will have already been taught within other curriculum areas.

Foundation Stage, (Reception Year)

Investigate objects and materials by using all of their senses as appropriate.

Year 1

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

Year 2

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.

Year 3

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.

Year 4

Describe the simple functions of the basic parts of the digestive system in humans. Construct and interpret a variety of food chains, identifying producers, predators and prey.

Year 5

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

Describe the life process of reproduction in some plants and animals.

Describe the changes as humans develop to old age.

Year 6

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

The current program for RSE to be taught in this academic year is outlined below for each year group. Some areas of RSE will already have been covered in relation to other topics. Information will be included in class letters but please do see your child's class teacher if you would like more information about this.

<p><u>Foundation Stage</u> Myself and others Family networks Body awareness Hygiene</p>	<p><u>Year 1</u> Self and others Relationships and special people Body parts Growing and changing Keeping clean and healthy Keeping safe Families and care Respect, resilience and responsibility</p>	<p><u>Year 2</u> Self and others Relationships and special people Differences: boys and girls/male and female Naming body parts Growing and changing Maintaining a healthy lifestyle Keeping safe Families and care Respect, behaviour, resilience and responsibility</p>
<p><u>Year 3</u> Relationships including marriage and civil partnership Family, special people and community Family differences Stereotypes Physical, mental and emotional health Respect, behaviour, resilience and responsibility Differences: male and female Keeping safe and healthy</p>	<p><u>Year 4</u> Relationships including marriage and civil partnership Family, special people and community Family differences Stereotypes Physical, mental and emotional health Respect, behaviour, resilience and responsibility Keeping safe and healthy Growing and changing Body changes and reproduction Puberty Emotions</p>	<p><u>Year 5</u> Relationships including marriage, civil partnership and commitments Family differences and community Stereotypes Physical, mental and emotional health Respect, behaviour, resilience and responsibility Differences: male and female Rules, law and keeping safe Male and female changes Puberty and hygiene Commonly available substances and drugs (including alcohol, tobacco and 'energy' drinks) and possible impacts on health Emotions</p>
<p><u>Year 6</u> Relationships including marriage, civil partnership and commitments, community and voluntary groups, stereotypes, physical, mental and emotional health, respect, behaviour, resilience and responsibility, rules, law and keeping safe, commonly available substances and drugs (including alcohol, tobacco and 'energy' drinks) and possible impacts on health, emotions, puberty, hygiene and reproduction, relationships and reproduction, conception and pregnancy, sexting, HIV transmission.</p>		



What language will my child be taught?

It is vital that parents and carers are aware of the language being used in the Science and RSE teaching, so these can also be used at home to reinforce the appropriate names for parts of the body, changes etc. It is important that children are introduced to this language so that they know the accurate ways to refer to parts of their body. Below is the list of vocabulary specific to your child's key stage.

<p><u>Reception</u></p> <table border="0"> <tr><td>Happy</td><td>Baby</td></tr> <tr><td>Pleased</td><td>Child</td></tr> <tr><td>Calm</td><td>Skills</td></tr> <tr><td>Sad</td><td>Responsibility</td></tr> <tr><td>Grumpy</td><td>Change</td></tr> <tr><td>Cross</td><td>Discover</td></tr> <tr><td>Run</td><td>Size</td></tr> <tr><td>Jump</td><td>Shape</td></tr> <tr><td>Hop</td><td>Hands</td></tr> <tr><td>Swim</td><td>Head</td></tr> <tr><td>Growing up</td><td>Hair</td></tr> <tr><td>Body</td><td>Penis</td></tr> <tr><td>Teeth</td><td>Vagina</td></tr> </table>	Happy	Baby	Pleased	Child	Calm	Skills	Sad	Responsibility	Grumpy	Change	Cross	Discover	Run	Size	Jump	Shape	Hop	Hands	Swim	Head	Growing up	Hair	Body	Penis	Teeth	Vagina	<p><u>Key Stage 1 (Years 1 and 2)</u></p> <table border="0"> <tr><td>Male</td><td>Same</td></tr> <tr><td>Female</td><td>Similar</td></tr> <tr><td>Girl</td><td>Different</td></tr> <tr><td>Boy</td><td>Unique</td></tr> <tr><td>Man</td><td>Special</td></tr> <tr><td>Woman</td><td>Stomach</td></tr> <tr><td>Baby</td><td>Chest</td></tr> <tr><td>Child</td><td>Penis</td></tr> <tr><td>Teenager</td><td>Testicles</td></tr> <tr><td>Adult</td><td>Vagina</td></tr> <tr><td>Birth</td><td>Bottom</td></tr> <tr><td>Death</td><td>Medicine</td></tr> <tr><td>Secret</td><td>Pedestrian</td></tr> <tr><td>Surprise</td><td>Private</td></tr> <tr><td>Testicles/testes</td><td>Vulva</td></tr> </table> <p>Appropriate physical contact Inappropriate physical contact</p>	Male	Same	Female	Similar	Girl	Different	Boy	Unique	Man	Special	Woman	Stomach	Baby	Chest	Child	Penis	Teenager	Testicles	Adult	Vagina	Birth	Bottom	Death	Medicine	Secret	Pedestrian	Surprise	Private	Testicles/testes	Vulva																
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How will I be consulted?

The school has a responsibility to consult with parents and carers about our RSE programme. Some examples of how we might do this include:

- Information sent home (including this leaflet);
Invitation into school to look at the resources we will be using to teach RSE
- Appointment (by phone) with your child's class teacher to ask any questions;
- Routine parent surveys and questionnaires;
- Opportunities to discuss RSE at the school Parent Forum (initially via email).



What do I do if I have concerns?

If you have a particular concern about the school's RSE programme, the first thing to do is discuss it with your child's class teacher. Most parents are happy to let their children take part in RSE provided by the school. Parents/carers and the school should also take into account the child's views, given the child's statutory right to education. It must also be considered that it is a vital part of their developmental understanding, ensuring they do not receive distorted information, for example, from older siblings or in the playground from children.

If you have any further questions or concerns about this information, please do not hesitate to contact us.

Carla Jones and Alice Bracher
PSHE Subject Leaders