



Yeadon Westfield Junior School RSE Policy

Written in consultation with staff. PSHE Leader: Helen Swallow	September 2024
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Governors' Committee:	TLPS Autumn 2024

We welcome our duties under The Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of all stakeholders including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race; religion and belief, sex or sexual orientation.

We recognise the Public Sector Equality Duty to assess the impact of our policies and practices on staff and pupils and take action to remove any obstacles identified across all areas of school life, including Policies.

We believe that every person has a fair and equal opportunity to succeed, regardless of their age, gender, ethnicity, ability or cultural or religious background, sexuality or disability. We embrace all aspects of global citizenship and community cohesion, promoting British Values throughout all aspects of school life, actively tackling prejudice or extreme views.

This school is committed to safeguarding and promoting the well-being of all children and expects our staff and volunteers to share this commitment.

Yeadon Westfield Junior School is required to keep and process certain information about its staff members and pupils in accordance with its legal obligations under the General Data Protection Regulation (GDPR). The school may, from time to time, be required to share personal information about its staff or pupils with other organisations, mainly the LA, other schools and educational bodies, and potentially children's services. This policy is written in line with our agreed policy for GDPR.

YEADON WESTFIELD JUNIOR SCHOOL RSE POLICY

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1. INTRODUCTION

Yeadon Westfield Junior School takes its responsibility to provide relevant, effective, and responsible RSE to all its pupils as part of the school's personal, social, health, economic (PSHE) education curriculum very seriously. The school wants parents/carers and pupils to feel assured that RSE will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the RSE provision.

Yeadon Westfield Junior School considers relationships and sex education (RSE) an integral part of the personal, social and health education (PSHE) and science curriculum. We aim to offer pupils a thoughtfully planned programme based on human development, relationships, sexuality, and family within a safe and comfortable environment underpinned by a positive and nurturing relationship between teacher and pupil. The curriculum is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the DFE Sex and Relationship Guidance.

2. AIMS & KEY PRINCIPLES

Our approach to RSE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of pupils and the whole school community are actively promoted.

The following aims compliment those of the Science curriculum in KS1 and KS2. The aims of relationship and sex education (RSE) at our school are to:

- provide a framework in which sensitive discussions can take place
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- help pupils develop feelings of self-respect, confidence, and empathy

- create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- understand the consequences of their actions and 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 the media plays in forming attitudes
- provide pupils with the right tools to enable them to seek information or support, should they need it
- teach pupils about the right to say no

The aim of RSE is **not** to:

- encourage pupils to become sexually active at a young age
- promote a particular sexual orientation
- sexualise children

3. STATUTORY REQUIREMENTS

We are required to teach relationships education as part of our PSHE curriculum. Other RSE objectives are also compulsory within the health and science curriculums. Current regulations and guidance from the Department for Education (DfE) state that from September 2020, all schools must deliver relationships education. High quality relationships education and RSE help create a safe school community in which our pupils can grow, learn, and develop positive, healthy behaviour for life.

RSE education is essential for the following reasons:

- RSE plays a vital part in meeting the schools' safeguarding obligations as outlined in the updated [Keeping children safe in education – Statutory guidance for schools and colleges \(September 2019\)](#)
- The [DfE 2019 statutory guidance](#) states that, from September 2020, all schools providing primary education, including all-through schools and middle schools must teach relationships education
- Children have a right to good quality education, as set out in the [United Nations Convention on the Rights of the Child](#).
- Children want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that RSE was 'too little, too late and too biological'. [Ofsted reinforced this in their 2013 'Not Yet Good Enough report.'](#)
- Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- National Curriculum: RSE plays an important part in fulfilling the statutory duties the school has to meet [as section 2 of the National Curriculum framework \(DfE, 2013\) states](#)
- The Department of Health set out its ambition for all children to receive high quality RSE in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, [The Importance of Teaching \(2010\)](#)

highlighted that 'Children need high quality Relationships and Sex Education so they can make wise and informed choices' (p.46)

- These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' emotional wellbeing, and improving their ability to achieve in school and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations

4. POLICY DEVELOPMENT

This policy was produced by the PSHE Subject Lead (Lauren McGeoch).

From September 2020, the law requires primary schools to consult on their relationships education policy. This policy has been developed in consultation with staff, pupils, and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy has been approved and adopted by the head teacher and governing body. The member of staff members responsible for overseeing and reviewing this policy is: Lauren McGeoch (PSHE Subject Lead) and Helen Swallow (Deputy Head). It will be reviewed briefly annually and in full every 2 – 3 years.

We are committed to the ongoing development of RSE in our school. We will use the following indicators to monitor and evaluate progress:

- a coordinated and consistent approach to curriculum delivery has been adopted,
- the content of the RSE curriculum is flexible and responsive to pupils' differing needs e.g. through the use of pupil perception data such as the My Health My School Survey
- children are receiving an entitlement curriculum for relationships education in line with DfE national statutory guidance and local guidance

- children are receiving an entitlement curriculum for sex education in line with national and local guidance
- there are clearly identified learning objectives for all RSE activities and pupils' learning is assessed using both formative and summative approaches
- opportunities for cross-curricular approaches are being used where appropriate
- policy and practice are revised regularly and involves staff, governors, parents/carers and pupils
- opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our RSE, for example, through parent/carer information sessions/workshops
- a variety of methods are employed to communicate the key points of the policy and curriculum to the community e.g. through the school website

5. DEFINITION

RSE can be defined as the emotional, social, and cultural development of pupils, that involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity. RSE includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. It is also about the understanding of marriage, family life, different types of stable and loving relationships, respect, love, and care.

The teaching of RSE at Yeadon Westfield Junior School, using an integrated and consistent approach, is an important aspect of pupil's education. We believe that the teaching of RSE should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

6. CONTENT & DELIVERY

At Yeadon Westfield Junior School we teach RSE through different aspects of the curriculum, including science, and carry out the main RSE teaching in our PSHE curriculum. Our RSE curriculum is set out as per Appendix 2 but we may need to adapt as and when necessary.

Pupils receive their entitlement for RSE through a spiral curriculum (part of the You, Me & PSHE scheme of work) which demonstrates progression. The RSE programme is delivered through a variety of opportunities including:

- Designated RSE time
- Use of external agencies/services where appropriate
- School ethos
- Small group work
- Cross curricular links e.g. science, computing, R.E. and PE
- Assemblies

We have developed the curriculum in consultation with parents, pupils and staff considering the needs and feelings of pupils. If pupils ask questions outside the

scope of our curriculum, teachers will respond in an appropriate manner, so pupils are fully informed and do not seek answers online

RSE is taught mainly within the personal, social, health (PSHE) education curriculum. Our scheme of work for RSE maps out a series of lessons/units for each year group which build upon common themes as children move through the school. As a junior school we recognise the importance of consultation with our partner school Yeadon Westfield Infant School to ensure a consistent and well-planned approach. Both schools use the You Me & PSHE scheme of work (see Appendix 1) and meet regularly to review and monitor progress and the effectiveness of content and delivery.

Example of overarching common themes:

- ✓ Boys and girls, families
- ✓ Growing up and changing
- ✓ Healthy relationships
- ✓ How a baby is made

For further details of curriculum breakdown and objectives see Appendix 1, 2 & 3.

We also teach RSE through other subject areas (e.g. Science, PE and R.E. and Computing), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E. children reflect on different family groups, ceremonies, celebrations, and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with computing, children learn about the importance of online safety, online friendships, media influences, potential risks, and dangers and how to report them.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning reaches beyond the taught curriculum into all aspects of school life, including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Across all key stages, pupils will be supported with developing the following skills:

- ✓ Communication, including 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. By the end of their primary education at Yeadon Westfield Junior School, in terms of their RSE, pupils will know the following:

Families and people who care for me

- That families are important for children growing up because they can give love, security, and stability
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- That other people's families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, honesty, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

Respectful relationships

- The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're anonymous)
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met
- How information and data is shared and used online

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe)
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they're heard
- How to report concerns or abuse, and the vocabulary and confidence they need to do so
- Where to get advice (e.g. family, school, other sources)

Changing adolescent body

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle

Source:

These expectations are set out in the Department for Education's [guidance for schools on relationships education, RSE and health education](#).

We also teach RSE as part of the National Curriculum for Science which includes:

- describing the differences in the life cycles of a mammal, an amphibian, an insect, and a bird
- describing the life process of reproduction in some plants and animals
- describing the changes as humans develop to old age

In Year 5 we place a particular emphasis on RSE, as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage

the children to ask for help if they need it, via a confidential 'Ask it basket' or verbally during discussions. There are also opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care.

By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development and abilities of the children.

Resources

We use primarily the Leeds City Council Primary Scheme of Work 'You, me and PSHE' which incorporates the programme of study 'Sex and Relationship Education' published by Cambridge Education and the resources recommended within it. We then carefully select resources which meet these objectives and evaluate accordingly before using them.

We use children's books, both fiction and non-fiction, extensively within our RSE programme alongside DVDs and online resources. Teachers will always read and assess the resources before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual pupils in class when reading texts in case they need to have a preparatory conversation with a pupil before the teaching takes place, for instance. Opportunities for parents and carers to view these resources have also been made during consultation events and are available on request.

Ground Rules

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole class setting by for example:

- Staff will set the tone by speaking in a matter-of-fact way
- Pupils will be encouraged to write down questions, anonymously if desired, and post them in a class 'Ask-it Basket'
- Staff will have time to prepare answers to all questions before the next session and will choose not to respond in a whole class setting to any questions that are inappropriate or need one-to-one follow up
- If a verbal question is too personal, staff will remind the pupils of the ground rules
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later, on an individual basis
- Staff will not provide more information than is appropriate to the age of the pupil
- If staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed, and the usual child protection procedures followed

See Appendix 6 (Teacher Guidance on Ground Rules) for more information.

Language

We believe it is important that children should be introduced, at appropriate stages, to the correct terminology in their programme of RSE. It is essential that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will always be used for teaching.

See Appendix 4 (Language and Terminology) for more information.

Pupils' Questions

We recognise that asking questions is an extremely important aspect of learning and we encourage children to do so. Asking questions during RSE lessons can sometimes be difficult or embarrassing for children. Therefore, teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will consider the different faiths' views and avoid any negative impressions. We also encourage use of the 'Ask-it Basket' if children wish to ask questions and remain anonymous. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered. If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

See Appendix 5 (How teachers will answer questions) for more information.

Assessment

We assess pupils' learning in RSE in line with approaches used in the rest of the curriculum (including assessment for learning). We report to parents/carers on pupils' learning and progress in PSHE which may include elements of RSE. Our assessment methods include:

- ✓ Pre-assessment (essential for needs led RSE)
- ✓ Assessment is built into the SRE programme to inform planning
- ✓ Summative assessment takes place at the end of each unit
- ✓ Pupil self-assessment is used where appropriate
- ✓ Assessment focuses on knowledge as well as skill development and attitudes

7. ROLES & RESPONSIBILITIES

The Governing Board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation. There is a named link governor (Emma Woolford) for PSHE (including RSE) who will liaise and support SLT and the subject leader.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

The Subject Leader

The subject leader is responsible for:

- ✓ Co-ordinating the RSE provision
- ✓ Monitoring, updating and reviewing the RSE policy

- ✓ Ensuring all staff are given training as required on issues relating to RSE and how to deliver lessons
- ✓ Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE
- ✓ Communicating freely with staff, parents/carers, and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSE
- ✓ Keeping up to date with developments in RSE education and disseminate information to colleagues as appropriate

All Staff

Staff are responsible for:

- ✓ Ensuring they are up to date with school policy and curriculum requirements regarding RSE
- ✓ Delivering RSE in a sensitive way
- ✓ Modelling positive attitudes to RSE
- ✓ Monitoring progress
- ✓ Report back to the subject leader on any areas that they feel are not covered or inadequately provided for in the school's RSE provision
- ✓ Responding to the needs of individual pupils
- ✓ Following the school's reporting systems if a pupil comes with an issue that they feel they are not able to deal with
- ✓ Ensuring that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school
- ✓ Tailoring their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs, culture and sexual orientations, including those pupils with special educational needs
- ✓ Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/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.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents and Carers

The school understands the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust, and co-operation. In promoting this objective, we:

- ✓ Inform parents about the school's RSE policy and practice
- ✓ Answer any questions that parents may have about the RSE of their child
- ✓ Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- ✓ Parents have the right to withdraw their children from non-statutory/non-science areas of the curriculum (see section 8 and Appendix 3: Overview of statutory and non-statutory RSE curriculum)

8. PARENTS' RIGHTS TO WITHDRAW

Parents have the right to withdraw their children from the [non-statutory/non-science] components of RSE. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

9. MONITORING ARRANGEMENTS

The delivery and provision for RSE will be monitored through an ongoing process of checks to evaluate the degree to which the scheme of work is being effectively implemented. These include:

- ✓ A system for regular review of the RSE policy and programme
- ✓ Pupil and staff interviews/questionnaires/surveys
- ✓ Planning scrutiny and pupils' work sampling

The evaluation is the process that measures whether the lesson or unit of work is effective and worthwhile and a means of improving provision and raising standards. Evaluation methods include:

- ✓ Teacher and pupil evaluation of lessons, units and the overall RSE programme
- ✓ Teacher and pupil evaluation of resources
- ✓ Feedback and evaluation by pupils
- ✓ Sampling pupils' work

10. EQUAL OPPORTUNITIES

All pupils, whatever their experience, background, and identity, are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender, and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community and helps each pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning consider the ability, age, readiness and cultural backgrounds of the pupils to ensure all can access the full RSE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. RSE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

11. LINKS WITH OTHER POLICIES

The RSE policy should be read in conjunction with our policy for PSHE and other school policies:

- Anti-bullying
- PSHE
- Assessment, Recording and Reporting
- Behaviour
- Child Protection/Safeguarding Children (including FGM)
- Confidentiality
- Continued Professional Development
- Drug Education
- Equal Opportunities
- E-safety
- First Aid
- Health & Safety
- Monitoring and Evaluation
- Pastoral
- Race Related Incidents
- Science
- SEN/Inclusion
- Teaching and Learning
- Visitors in School

12. DISSEMINATION

Copies of this policy will be provided for teachers, parents/carers will be informed of its availability upon request.

13. REVIEW AND EVALUATION

This policy was approved by the full governing body in October 2020. It was reviewed and approved in May 2020 by the subject leader and SLT. All staff will be involved with the review and evaluation of the policy and it will be presented to the school governing body.

Name of subject leader: Lauren McGeoch (currently being covered by Helen Swallow 2020-2021 while Lauren is on maternity leave)

Name of subject governor: Emma Woolford

14. OTHER DOCUMENTS & APPENDICES

Appendix 1: PSHE Whole School Curriculum Map (You, Me & PSHE SOW)

Appendix 2: RSE Long Term Planning Overview

Appendix 3: Overview of statutory and non-statutory RSE curriculum

Appendix 4: Terminology and language

Appendix 5: How staff will answer questions

Appendix 6: Teacher guidance on Ground Rules

Appendix 7: Guidance to Parents & Carers

Appendix 8: Objectives taught from KS1 to KS3

Appendix 1: PSHE Whole School Curriculum Map (You, Me & PSHE SOW)

Whole school curriculum overview						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Physical health and wellbeing Fun times	Physical health and wellbeing What keeps me healthy?	Drug, alcohol and tobacco education Tobacco is a drug	Identity, society and equality Democracy	Physical health and wellbeing In the media	Drug, alcohol and tobacco education Weighing up risk
Autumn 2	Keeping safe and managing risk Feeling safe	Mental health and emotional wellbeing Friendship	Keeping safe and managing risk Bullying – see it, say it, stop it.	Drug, alcohol and tobacco education Making choices	Keeping safe and managing risk When things go wrong	Identity, society and equality Human rights
Spring 1	Identity, society and equality Me and others	Sex and relationship education Boys and girls, families	Mental health and emotional wellbeing Strengths and challenges	Physical health and wellbeing What is important to me?	Drug, alcohol and tobacco education Different influences	Sex and relationship education Health relationships/How a baby is made
Spring 2	Drug, alcohol and tobacco education What do we put into and on to bodies?	Sex and relationship education Boys and girls, families	Identity, society and equality Celebrating difference	Keeping safe and managing risk Playing safe	Identity, society and equality Stereotypes, discrimination and prejudice (including tackling homophobia)	Keeping safe and managing risk Keeping safe - out and about FGM
Summer 1	Mental health and emotional wellbeing Feelings	Keeping safe and managing risk Indoors and outdoors	Careers, financial capability and economic wellbeing Saving, spending and budgeting	Physical health and wellbeing Asthma	Careers, financial capability and economic wellbeing Borrowing and earning money	Mental health and emotional wellbeing Healthy minds
Summer 2	Careers, financial capability and economic wellbeing My money	Drug, alcohol and tobacco education Medicines and me	Physical health and wellbeing What helps me choose?	Mental health and emotional wellbeing Dealing with feelings	Sex and relationship education Growing up and changing	Sex and relationship education Health relationships/How a baby is made

Appendix 2: RSE Long Term Planning Overview

It is advised that RSE is delivered across all year groups. For reference, in the context of Yeadon Westfield Junior School, this document refers to Year 5 and 6

Y5

Growing up and changing

1. Pupils learn about the way we grow and change throughout the human lifecycle

Pupils

- can identify changes throughout the human life cycle
- understand change is on-going
- understand change is individual

2. Pupils learn the physical changes associated with puberty

Pupils

- are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults
- identify physical changes associated with puberty
- Understand that everyone's experience of puberty is different and that it begins and ends at different times

3. Pupils learn about menstruation and wet dreams

Pupils

- can describe menstruation and wet dreams
- can explain effective methods for managing menstruation and wet dreams
- understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams

4. Pupils learn about the impact of puberty on physical hygiene and strategies for managing this

Pupils

- can explain how changes at puberty affect body hygiene
- can describe how to care for their bodies during puberty
- can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming

5. Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty

Pupils

- are able to describe how feelings and behaviour change during puberty
 - can devise strategies for managing these changes
- understand how changes during puberty can affect relationships with other people

Y5

Growing up and changing

6. Pupils learn strategies to deal with feelings in the context of relationships

Pupils

- are able to identify feelings and understand how they affect behaviour
- can practise strategies for managing relationships and changes during puberty
- can empathise with other people's feelings in relationships, including parents and carers

7. Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it

Pupils

- can identify sources of information, support and advice for children and young people
- can use appropriate language to discuss puberty and growing up with confidence
- can answer their own questions about puberty and growing up

Y6

Healthy relationships

How a baby is made

1. Pupils learn about the changes that occur during puberty

Pupils

- can identify the physical, emotional & behavioural changes that occur during puberty for both males and females
- understand that puberty is individual and can occur any time between 8-17
- understand that body changes at puberty are a preparation for sexual maturity

2. Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact

Pupils

- understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture
- can recognise and challenge gender stereotypes
- understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour

Y6

**Healthy relationships
How a baby is made**

3. Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships

Pupils

- can identify positive qualities and expectations from a variety of relationships
- can explain the similarities and differences between friendships and intimate relationships
- can describe that there are different types of intimate relationships, including marriage
- understand that sex or making love may be one part of an intimate relationship between adults

4. Pupils learn about human reproduction in the context of the human lifecycle

Pupils

- 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
- can describe how babies are made and explain how sexual intercourse is related to conception
- can name the male and female sex cells and reproductive organs

5. Pupils learn how a baby is made and grows (conception and pregnancy)

Pupils

- know the male and female body parts associated with conception and pregnancy
- can define conception and understand the importance of implantation in the womb
- know what pregnancy is, where it occurs and how long it takes

6. Pupils learn about roles and responsibilities of carers and parents

Pupils

- can identify some of skills and qualities needed to be parent and carer
- understand the variety of ways in which parents and carers meet the needs to be a parent and carers meet the needs of babies and children
- can recognise that both men and women can take on these roles and responsibilities

7. Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it

Pupils

- can answer their own questions about sex and relationships
- can use appropriate language to discuss sex and relationships and growing up with confidence
- can identify sources of information, support and advice for children and young people

Appendix 3: Overview of statutory and non-statutory RSE curriculum

This document shows which objectives will be statutory from September 2020 (please be aware that some objectives are included in the Health Education guidance) and which objectives link to the Science National Curriculum.

Linked to Science National Curriculum

Statutory from September 2020

Additional/needs consultation

It is advised that RSE is delivered across all year groups. For reference, in the context of Yeadon Westfield Junior School, this document refers to Year 5 and 6

Year	RSE objectives	NC Objectives
5	<ul style="list-style-type: none"> Pupils learn about the way we grow and change throughout the human lifecycle – Year 5 Science Pupils learn about the physical changes associated with puberty – Health Education – Changing adolescent body Pupils learn about menstruation and wet dreams – Health Education – Changing adolescent body Pupils learn about the impact of puberty on physical hygiene and strategies for managing this - Health Education – Changing adolescent body Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty – Health Education – Changing adolescent body Pupils learn strategies to deal with feelings in the context of relationships - Health Education – Changing adolescent body (emotional changes) Pupils learn to answer each other’s questions about puberty with confidence, to seek support and advice when they need it - Being safe and Health Education – Changing adolescent body 	<p>Year 5 NC:</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> 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. <p>Animals, including humans</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age
6	<ul style="list-style-type: none"> Pupils learn about the changes that occur during puberty - puberty – Health Education – Changing adolescent body Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact – Respectful relationships Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships - Caring friendships. The first element of this is statutory but this lessons goes on to look at how this can be 	<p>Year 6:</p> <p>Animals, including humans</p> <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function <p>Evolution and inheritance</p> <ul style="list-style-type: none"> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

	<p>applied to intimate relationships so the final part isn't statutory.</p> <ul style="list-style-type: none"> • Pupils learn about human reproduction in the context of the human lifecycle • Pupils learn how a baby is made and grows (conception and pregnancy) • Pupils learn about roles and responsibilities of carers and parents (This is a link to the statutory framework which looks at characteristics of healthy family life – Families and people who care for me) • Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it. (Throughout the guidance it takes about how to seek help and advice for yourself and others). Only the relationship part is statutory here. – Being safe 	
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Appendix 4: Terminology and Language

Pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and is not acceptable language to use. This can be shared with parents/carers before it is delivered in class via the policy on our school website.

Agreed list of anatomical terms and vocabulary that could be used in school, some words are key and others will only be used if raised by the children:

Penis, Breast, Testicles, Vagina, Puberty, Pregnancy, Ovum, Egg, Womb, Menstruation, Period, Ejaculation, Erection, Wet dream, Sperm, Semen, Homophobic, Homophobia, Transphobic, Transphobia,

Vagina, Ovary, Fallopian tube, Cervix, Vulva, Anus, Urethra, Uterus, Pubic hair, Nipples, Ovaries, Bladder, Conception, Birth, Labia, Clitoris, Oestrogen, Foreskin, Scrotum, Epididymis, Sperm ducts, Prostate gland, Testosterone, Sexual intercourse, Penetration, Make Love, Pleasure, Foetus, Zygote, Embryo, Umbilical cord, Amniotic fluid, Placenta, Amniotic sac, Cells, Contractions, Disease, Infection, Love, Relationship, Family, Marriage, Support, Caring, Loving, Consent, Heterosexual, Gay, Transgender, Lesbian, Bisexual, Homosexual, Bi-phobic, Bi-phobia, Gender Fluid, Non-binary, Female Genital Mutilation (FGM), Pangender, LGBTQ+ (lesbian, gay, bisexual, transgender, questioning).

Respectful Language

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in RSE but will have benefits for the whole school community, both in and out of lessons; it helps to ensure we are a happy and healthy place to learn. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013) – we always challenge it. The casual use of homophobic, biphobic and transphobic language in school will be challenged and pupils will be made aware that using the word 'gay' to mean something is rubbish is wrong and will not be tolerated. To tackle this, staff might say: 'you've used the word 'gay', but not in the right way.' As a result, pupils will hear references to different kinds of relationships as part of teaching and assemblies, for example when we talk about rights, respect or relationships.

It is good practice to use anatomical terms for genitalia and sexual parts of the body, for example vagina, breasts, penis, and testicles from the offset. Having the right language to describe the private parts of their body and knowing how to seek help if they are being abused, are vital for safeguarding. Evidence to support this approach is outlined in the Children's Commissioner Report November 2015, 'Protecting Children from harm,':

'Most victims of abuse report or come to the attention of the authorities from the age of 12. Younger children disclose abuse less frequently, as they are less likely to have the words to describe their experiences and may have fewer opportunities to tell someone. Abuse may have started much earlier. The increase in numbers from age 12 may in part reflect more children coming forward to report abuse as their knowledge of sex and relationships develops, and they recognise that their experiences are abusive. In general, responses to the survivor survey suggest that abuse is most likely to be happening at the age of nine.'

Appendix 5: How staff will answer questions

We acknowledge that sensitive and potentially difficult issues will arise in RSE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for RSE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/ Child Protection Officer/ Head Teacher. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a question box (Ask-it Basket) where questions may be asked.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions *[for example, 'I can only answer question on the content of this lesson' or 'That is something that may be covered later on' or 'I can't answer that question, but you could ask your parents/carers']*

Appendix 8 shows the progression of learning from KS1 to KS3 so staff can reply to a question they know will come up in Year 6 or will come at high school and say 'You will cover this question when you are at high school'.

Appendix 6: Teacher Guidance on Ground Rules

Our additional, non-negotiable ground rules for RSE are:

Confidentiality: 'what is said in the room, stays in the room' except if anyone mentions something which could be harmful or put them at risk – then will have to pass the information on to help keep them safe

- It is not OK to ask personal questions of each other or the teacher, but we can put questions in the box for later
- Don't name names: if you want to ask about or share a personal story or experience, you can speak in the third person about 'someone I know', 'a friend', 'a situation I've heard about/read about'
- We will try to only ask questions related to what we are learning in the lesson
- We will use the anatomical terms for the sexual body parts
- It is ok to say pass / not join in
- We will respect different opinions, situations & backgrounds

Ofsted has identified that an emotionally safe and secure learning environment is a feature of outstanding PSHE (2013). Use of a working agreement or ground rules is an essential technique to help create and maintain a safe learning environment and can also be a useful activity.

- *It is important to consider the balance between the rules which are determined by the pupils and those the teacher chooses.*
- *Keep the number of rules to a minimum (four or five) ensuring that those chosen are effective and can easily and consistently be implemented.*
- *It is important that the rules are displayed and are shared with the whole school community.*
- *Explain the concept of ground rules as basic rules, which everyone needs to agree. Draw comparisons with other areas of life (e.g. playing a game, driving a car, or playing a sport).*
- *Teachers and pupils will need to consider what kind of rules (or working guidelines) they need so that they can get on together in class.*
- *What sort of things can spoil what we do? What kind of behaviour makes things difficult for others?*
- *What is it like to talk to someone and they do not really listen?*
- *What rules could we have so that everyone enjoys the lessons, and nobody upsets anybody else?*

For younger pupils, a circle time activity can be used to develop ground rules. For example, pupils are asked to name a game they like to play and then imagining an alien has landed on earth. How would the alien know how to play the game and what rules apply? Go round the circle naming rules from the game, and then discuss what it feels like when someone does not follow the rules. Why are rules helpful? This then leads into ground rules for when the pupils are learning together in RSE. Makaton and pictures can be used to support written ground rules.

For older pupils, put pupils into groups, give everyone a card or sticky note and ask them to write down one rule that would make them feel more comfortable working together in RSE lessons. Pupils then discuss in their groups and prioritise the rules. Each group puts forward 3–5 rules on a large sheet of paper displayed for everyone to discuss. From these suggestions hold a class vote.

Once a working agreement has been made it should be referred to and displayed during RSE lessons. An effective working agreement or set of ground rules will contain the elements shown below – in language that is age appropriate and formulated (as far as possible) as positive behaviours. Pupils may suggest confidentiality as part of the ground rules, proposing that ‘what is said in the class should stay in the class’. This is not feasible. Instead, talk to pupils about personal boundaries, what information is private and how to protect their own and others’ privacy.

Understanding Relationships and Health Education in your child's primary school: a guide for parents

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.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching '**relationships and health education**' on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching '**relationships and health education**' on GOV.UK.

Appendix 8: Objectives taught from KS1 to KS3

RSE Objectives taught from KS1 to KS3

At KS1 YWIS:

Y2

Boys and girls, families

3. Pupils learn to understand and respect the difference and similarities between people

Pupils

- are able to define difference and similarities between people
- understand that boys and girls can do the same
- understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that

4. Pupils learn about the biological differences between male and female animals and their role in the life cycle

Pupils

- know that female mammals give birth and nurse their young
- can describe the biological differences between male and female
- understand that the creation of life requires a male and female

4. Pupils learn the biological differences between male and female children

Pupils

- identify and name biological terms for male and female sex parts
- can label the male and female sex parts with confidence
- understand that the male and female sex parts are related to reproduction

5. Pupils learn about growing from young to old and that they are growing or changing

Pupils

- can identify key stages in the human life cycle
- understand some ways they have changed since they were babies
- understand that all living things including humans start life as babies

8. Pupils learn that everybody needs to be cared for and ways in which they care for others

Pupils

- understand that we all have different needs and require different types of care
- identify ways we show care towards each other
- understand the links between needs, caring and changes throughout the life cycle

Y2

Boys and girls, families

9. Pupils learn about different types of family and how their home-life is special

Pupils

- can describe different types of family
- identify what is special and different about their home life
- understand families care for each other in a variety of ways

At KS2 YWJS:

Y5

Growing up and changing

5. Pupils learn about the way we grow and change throughout the human lifecycle

Pupils

- can identify changes throughout the human life cycle
- understand change is on-going
- understand change is individual

6. Pupils learn the physical changes associated with puberty

Pupils

- are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults
- identify physical changes associated with puberty
- Understand that everyone's experience of puberty is different and that it begins and ends at different times

5. Pupils learn about menstruation and wet dreams

Pupils

- can describe menstruation and wet dreams
- can explain effective methods for managing menstruation and wet dreams
- understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams

Y5

Growing up and changing

6. Pupils learn about the impact of puberty on physical hygiene and strategies for managing this

Pupils

- can explain how changes at puberty affect body hygiene
- can describe how to care for their bodies during puberty
- can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming

10. Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty

Pupils

- are able to describe how feelings and behaviour change during puberty
 - can devise strategies for managing these changes
- understand how changes during puberty can affect relationships with other people

11. Pupils learn strategies to deal with feelings in the context of relationships

Pupils

- are able to identify feelings and understand how they affect behaviour
- can practise strategies for managing relationships and changes during puberty
- can empathise with other people's feelings in relationships, including parents and carers

12. Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it

Pupils

- can identify sources of information, support and advice for children and young people
- can use appropriate language to discuss puberty and growing up with confidence
- can answer their own questions about puberty and growing up

Y6

**Healthy relationships
How a baby is made**

2. Pupils learn about the changes that occur during puberty

Pupils

- can identify the physical, emotional & behavioural changes that occur during puberty for both males and females
- understand that puberty is individual and can occur any time between 8-17
- understand that body changes at puberty are a preparation for sexual maturity

3. Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact

Pupils

- understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture
- can recognise and challenge gender stereotypes
- understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour

4. Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships

Pupils

- can identify positive qualities and expectations from a variety of relationships
- can explain the similarities and differences between friendships and intimate relationships
- can describe that there are different types of intimate relationships, including marriage
- understand that sex or making love may be one part of an intimate relationship between adults

5. Pupils learn about human reproduction in the context of the human lifecycle

Pupils

- 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
- can describe how babies are made and explain how sexual intercourse is related to conception
- can name the male and female sex cells and reproductive organs

6. Pupils learn how a baby is made and grows (conception and pregnancy)

Pupils

- know the male and female body parts associated with conception and pregnancy
- can define conception and understand the importance of implantation in the womb
- know what pregnancy is, where it occurs and how long it takes

Y6

Healthy relationships How a baby is made

7. Pupils learn about roles and responsibilities of carers and parents

Pupils

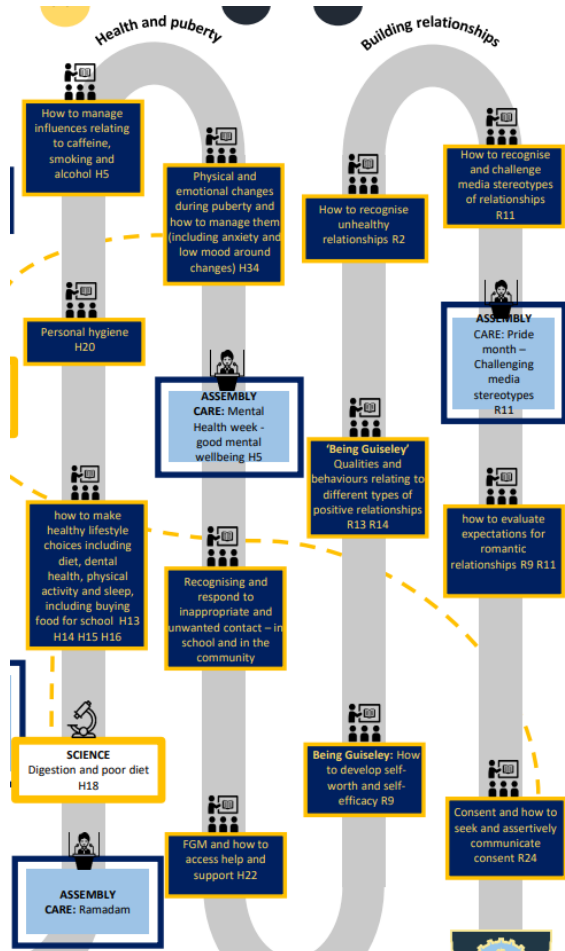
- can identify some of skills and qualities needed to be parent and carer
- understand the variety of ways in which parents and carers meet the needs to be a parent and carers meet the needs of babies and children
- can recognise that both men and women can take on these roles and responsibilities

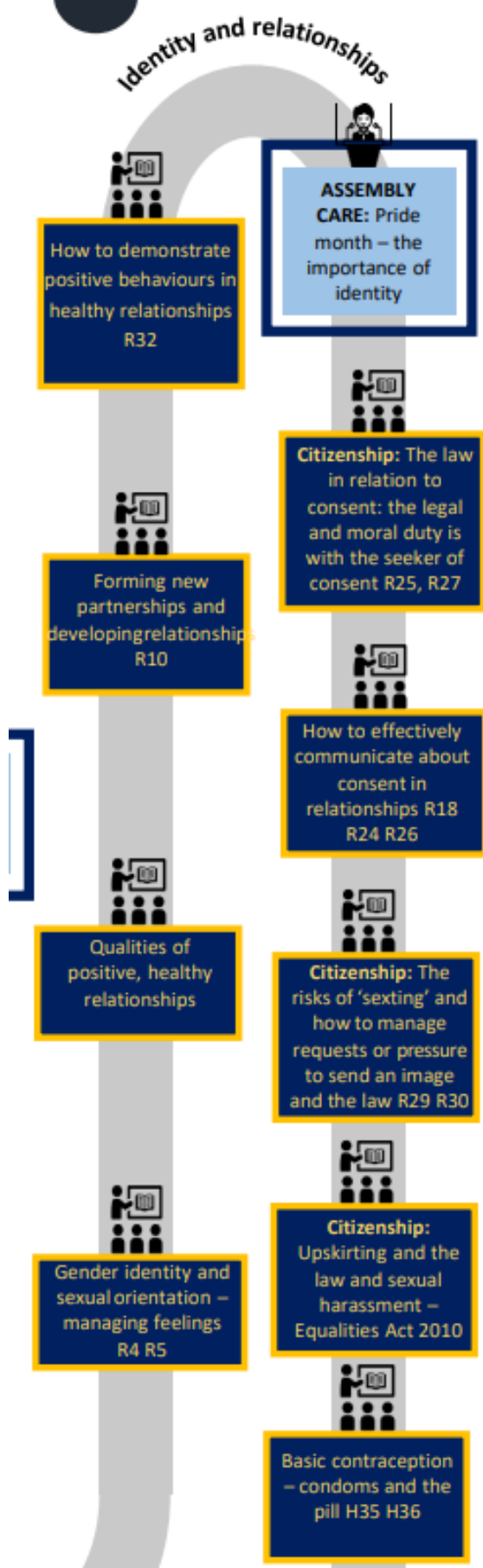
8. Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it

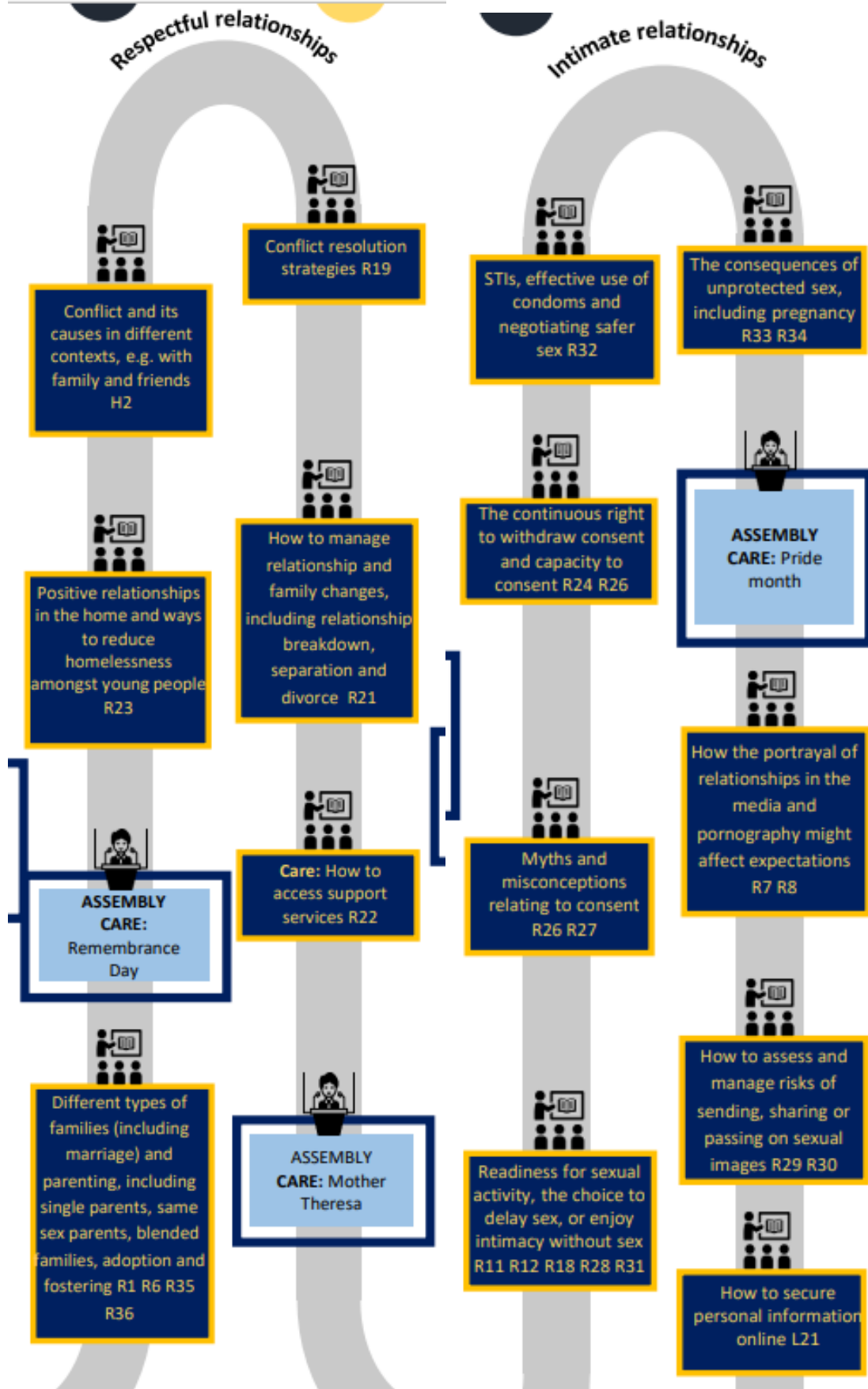
Pupils

- can answer their own questions about sex and relationships
- can use appropriate language to discuss sex and relationships and growing up with confidence
- can identify sources of information, support and advice for children and young people

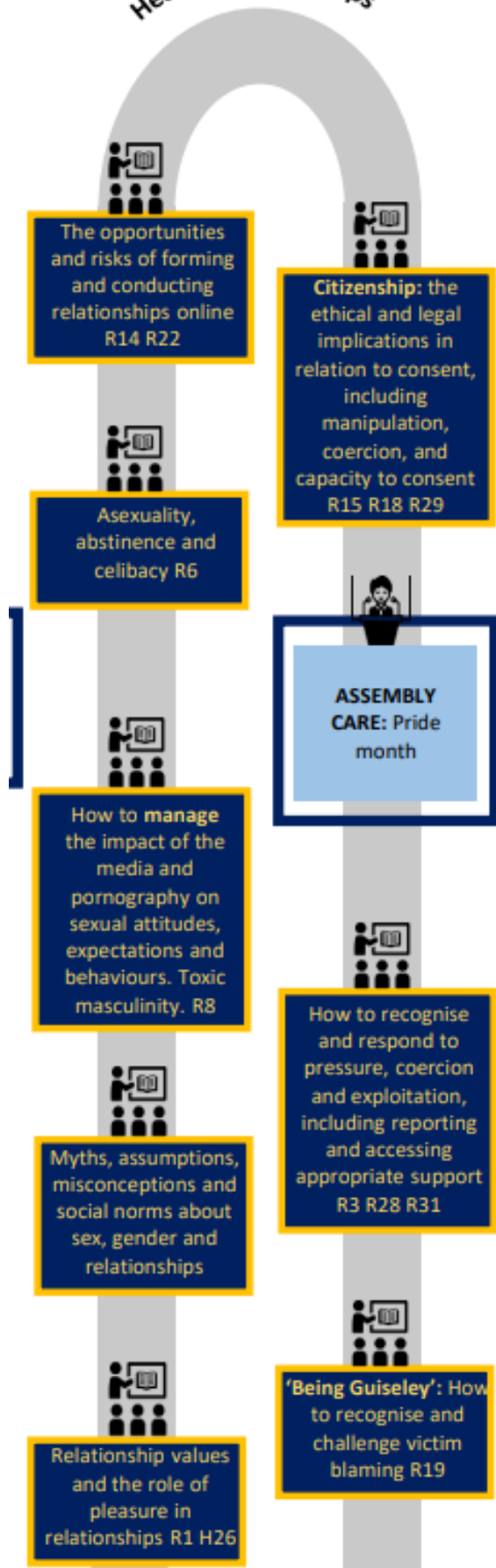
KS3 Year 7

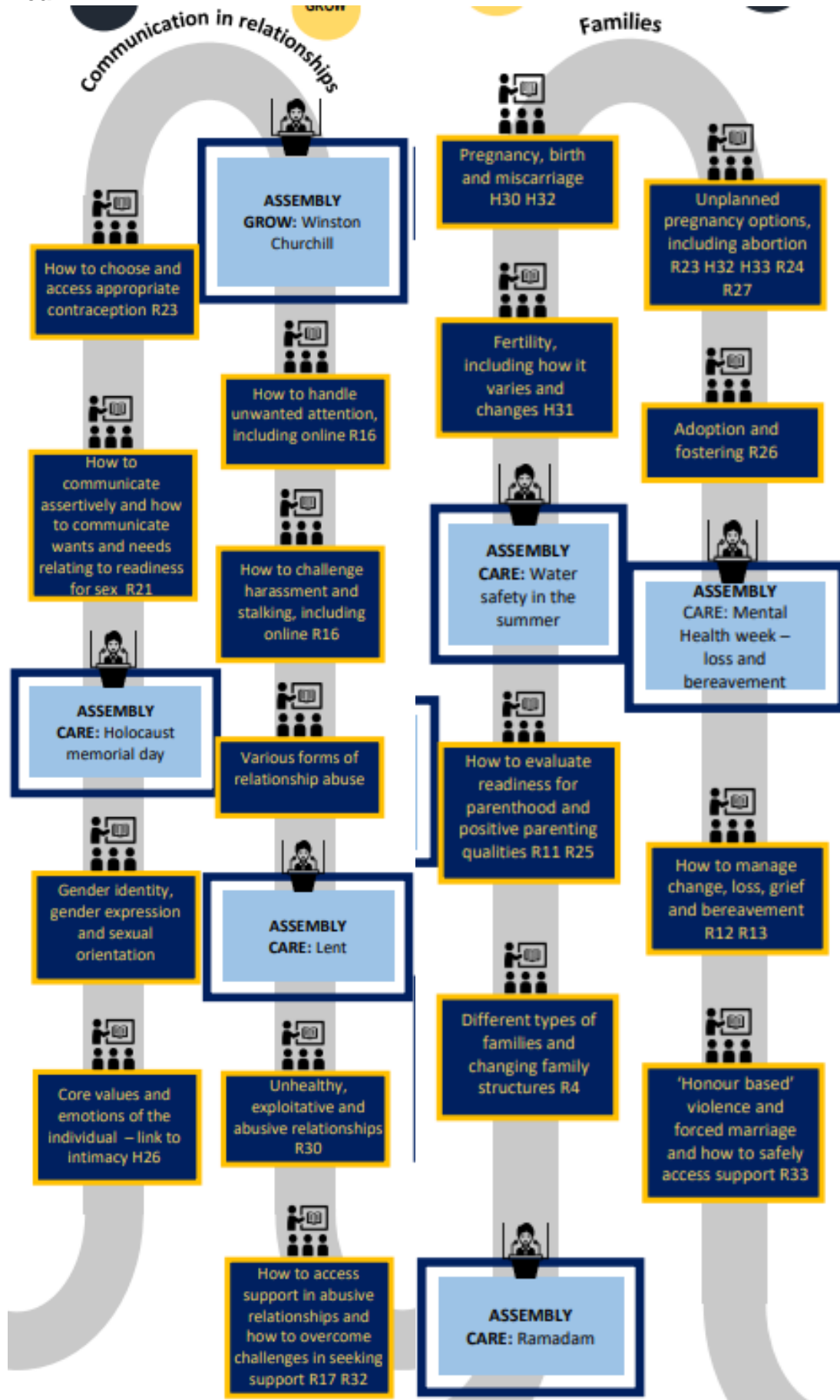






Healthy relationships





Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.