



Airedale Infants School
Relationship and Sex Education
A Guide for Parents

Our Values

We want to help develop our children into happy, well-prepared and confident young children, who adopt an 'I can' mentality and aim high in all they do. To enable us to achieve this and be the very best we can be, we are committed to working in partnership with students, their parents/carers and the community.

Our absolute aim is to make the most of every young person's time with us. Through everything we do in school, we teach the children the importance of our three key values:

Ambition Bravery Respect

We want our pupils to have a sense of **AMBITION** and strive to be the best they can possibly be both academically and personally. We aim for excellence in all areas of school life, encouraging children to think 'big' and 'aim high' so that they are equipped to embrace the challenges of life.

We aim to instil a sense of **BRAVERY** within our pupils and create an ethos where we are not afraid to make mistakes as long as we learn from them. Our pupils are taught to celebrate their individuality and to formulate their own opinions, expressing them maturely.

Our pupils are taught to be **RESPECTFUL** citizens within school and wider communities. Showing compassion, understanding and tolerance towards others regardless of their age, gender, race, religion, ability or background.

Curriculum Drivers

Communication

We want our children to become eloquent orators, who can speak with confidence and fluency in a variety of situations. Helping children find their voice is essential to success. Through the precise planning of both subject and context specific vocabulary, children will also be exposed to a wealth of new vocabulary which they will be able to apply to a range of contexts.

Initiative

It is vital that we nurture the natural curiosity of our children, enabling them to become independent in thought and action and encouraging them to imagine, enquire and become increasingly enterprising. We will give children opportunities to think critically, by solving problems and making choices enhancing their resilience.

Possibilities

Children cannot aspire to things they have never encountered. We want our children to lift their eyes from the screen engaging them in rich experiences and possibilities. This will expand their knowledge of the world of work as well as encouraging fearlessness of what is new or unknown.

Community

We want our children to develop a sense of pride in themselves and respect for others. We believe they need to have a highly developed emotional literacy and excellent manners in order to experience positive relationships. We believe in the power of the school community to change and enhance lives.

Healthy Advocates

It is important to us that all members of our school community are healthy both physically and mentally. We recognise the responsibility we have for the physical development and well-being of our children. We will exploit every opportunity through our curriculum to help the children develop the physical and mental strength to be successful and happy.

Department of Education Requirements

The Department for Education is introducing compulsory Relationship Education for primary pupils and Relationship Sex Education (RSE) for secondary pupils from September 2020 for the following reasons:

All children (should) grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. 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.

Department of Education Requirements

Schools have the 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. It is therefore compulsory for primary schools to teach Relationships Education and Health Education.

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.

Department of Education Requirements

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.

How RSE will look at Airedale Infant School

Aim: Intent

- 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
- Help children develop feelings of self-respect, confidence and empathy
- Have the confidence and self-esteem to value themselves and others
- Give children an understanding of the importance of health and hygiene
- Create a positive culture
- Understand about the diverse range of different relationships, and families, and their importance for the care and support of children
- Behave responsibly within friendships
- 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 words and actions

How RSE will look at Airedale Infant School

Implementation – What is in place already?

- ❑ At Airedale Infant School, many these aspects are covered through our PSHE and Science curriculum 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.
- ❑ Some biological aspects 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.
- ❑ In addition, 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.

How RSE will look at Airedale Infant School

Implementation - Coverage

We have chosen to follow the CWP schemes of work, which has been quality assured by the PSHE training association. It is a comprehensive scheme of work which has lesson plans from Reception to Year 6.

PSHE Association Training and Development Lead Jenny Barksfield says:

"We awarded the Christopher Winter Project's 'Teaching SRE with confidence in Primary Schools' our quality mark as it achieves exactly what it says on the tin: it provides everything a Primary practitioner would need to be confident that the SRE they're providing is comprehensive, balanced, developmental and in line with best practice in PSHE teaching and learning. The lessons incorporate a wide variety of learning activities and a range of assessment opportunities. The teacher's guide is thorough and supportive."

How RSE will look at Airedale Infant School

Implementation – Coverage

Reception Our Lives

Lesson 1: **Our Day**

Lesson 2: **Keeping Ourselves Clean**

Lesson 3: **Families**

Year 1 Growing and Caring For Ourselves

Lesson 1: **Keeping Clean**

Lesson 2: **Growing and Changing**

Lesson 3: **Families and Care**

Year 2 Differences

Lesson 1: **Differences: Boys and Girls**

Lesson 2: **Differences: Male and Female**

Lesson 3: **Naming the Body Parts**

How RSE will look at Airedale Infant School

Implementation – Coverage Reception

Reception Our Lives EYFS


Scheme of Work

Word Box: Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, hairbrush, comb, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad.

Early Learning Goals Prime Areas	Learning Intentions and Learning Outcomes	Title	Resources
Physical Development Health and self-care	<p>Learning Intention To consider the routines and patterns of a typical day</p> <p>Learning Outcomes Understand some areas in which the children can look after themselves e.g. dressing and undressing</p>	Lesson 1 Our Day	Glove puppet Our Day pictures
Physical Development Health and self-care	<p>Learning Intention To understand why hygiene is important</p> <p>Learning Outcomes Explain why it is important to keep clean Understand some basic hygiene routines</p>	Lesson 2 Keeping Ourselves Clean	<p>Glove puppet Items related to hygiene, e.g. flannel, sponge, towel, toothbrush, toothpaste, shampoo, soap, comb, brush Keeping Clean pictures <i>The Smelly Book</i>, Babette Cole</p> <p>Additional Activities Anatomically correct dolls Suggested reading: <i>The Boy Who Hated Toothbrushes</i>, Zehra Hicks</p>
Personal, Social and Emotional Development Making Relationships	<p>Learning Intention To recognise that all families are different</p> <p>Learning Outcomes Identify different members of the family Understand how members of a family can help each other</p>	Lesson 3 Families	<p>The Family Book, Todd Parr Families pictures Paper for drawing pictures</p> <p>Additional Activities Suggested reading: <i>All Kinds of Families!</i> Mary Ann Hoberman <i>I'll take you to Mrs Cole</i>, Nigel Gray</p>

How RSE will look at Airedale Infant School

Implementation – Coverage Year 1

 Growing & Caring For Ourselves Key Stage 1			
Scheme of Work			
Word Box: Clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina			
PSHE Programme of Study Core Theme 1: Health and Wellbeing	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<ul style="list-style-type: none"> the importance of and how to maintain personal hygiene about the process of growing from young to old and how people's needs change the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them 	Learning Intention To understand some basic hygiene principles Learning Outcomes Know how to keep clean and look after oneself	Lesson 1 Keeping Clean	Talking object Story bag containing sponge, toothbrush and soap (and a school jumper or shirt if available) Keeping Clean pictures
	Learning Intention To introduce the concept of growing and changing Learning Outcomes Understand that babies become children and then adults Know the differences between boy and girl babies	Lesson 2 Growing and Changing	Talking object Story bag containing Pictures of newborn babies Lifecycle picture cards Lifecycle word cards Lifecycle whiteboard summary
	Learning Intention To explore different types of families and who to ask for help Learning Outcomes Know there are different types of families Know which people we can ask for help	Lesson 3 Families and Care	Talking object Story bag - containing plaster and skipping rope Families pictures The Family Book, Todd Parr Additional Activities Suggested reading: Happy Families, Allan Ahlberg Who's In a Family? Robert Skutch

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Implementation – Coverage Year 2

Scheme of Work		Differences Key Stage 1		
Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina				
<p>PSHE Programme of Study Core Theme 1: Health and Wellbeing</p>	<p>Learning Intentions and Learning Outcomes</p>	<p>Lesson Title</p>	<p>Resources</p>	
<ul style="list-style-type: none"> about the process of growing from young to old and how people's needs change the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls 	<p>Learning Intention To introduce the concept of male and female and gender stereotypes To identify differences between males and females</p> <p>Learning Outcomes Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies</p>	<p>Lesson 1 Differences: Boys & Girls</p>	<p>2 large PE hoops Boy/Girl/Both labels Bag of objects and clothing to explore male and female or Pictures of objects and clothing Clothed Babies picture cards Clothed Babies whiteboard summary Pictures of newborn babies</p> <p>Additional Activities Recommended reading: <i>Happy Families</i>, Allan Ahlberg, <i>Princess Smartypants</i>, Babette Cole <i>William's Doll</i>, Charlotte Zolotow <i>Amazing Grace</i>, Mary Hoffman and Caroline Binch</p>	
<p>Science Attainment Targets</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults 	<p>Learning Intention To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p>Learning Outcomes Describe some differences between male and female animals Understand that making a new life needs a male and a female</p>	<p>Lesson 2 Differences: Male and Female</p>	<p>Talking object Pictures of male and female animals Cats and Kittens worksheet Anatomically correct toy farm animals www.toysnfun.co.uk</p>	
	<p>Learning Intention To focus on sexual difference and name body parts</p> <p>Learning Outcomes Describe the physical differences between males and females Name the male and female body parts</p>	<p>Lesson 3 Naming the Body Parts</p>	<p>2 large PE Hoops Hoop labels Body Parts picture cards Female x-ray picture Body Parts worksheet</p> <p>Additional Activities Recommended reading: <i>Cinderella's Bum</i>, Nicholas Allan <i>Shapesville</i>, Andy Mills <i>It's OK to be Different</i>, Todd Parr</p>	

RSE Policy at Airedale Infant School

Rights to Withdraw

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.

Any
questions?