**RSE: Relationships and Sex Education**

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| **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| Branston Junior Academy believes that children should be taught aspects of RSE as part of the Science lessons on ‘the human body’, but also that the teaching of RSE is vital in learning about the importance of healthy relationships.We also believe that it is important for all relationships and family structures to be recognised, without any form of prejudice; thus ensuring that our pupils develop a healthy respect for the feelings and beliefs of others.Knowing that Lincolnshire continues to have one of the highest rates of teenage pregnancy in the country, we believe that it is important for children to be given age-appropriate facts about sex education; with an emphasis on the importance of the need for strong, loving relationships between partners, when teaching ‘Sex Education’ lessons.Parents have the right to withdraw their child from sex education lessons if they so wish. Children who are withdrawn from the lessons will be given work to do under the supervision of another teacher. However, school recommends that parents do not withdraw their child from these sessions as we believe that it is better for children to hear facts from a member of staff, given within the correct context of a lesson, rather than children listening to ‘gossip’ in the playground. | Lessons are taught by members of the Academy staff following the agreed ‘Channel 4’ scheme. The Academy makes every effort to teach Sex Education in the context of social and emotional education. The Academy makes every effort to respect children's sensitivities when discussing Sex Education matters.Whilst the vast majority of the activities are carried in in mixed-gender groups, there are times when the boys and girls are separated. This is usually so any questions can be answered, which may be of a more personal nature.The staff use the following resources:* Channel 4 All About Us:
	+ Living and Growing – Alternative DVD Y3/4 – Unit 1
	+ Alternative DVD Y5/6 Unit 1, Unit 2 and Unit 3
* PSHE 3 Dimensions Key Stage 2 Primary 4-7

Other resources may be used when teaching such as:* Sex and Relationships Education by Molly Potter 7-9 (LKS2) and 9-11 (UKS2)
* Living and Growing Unit 1-3, Resource Book by John Lloyd and Clare Rowland
* My Amazing Journey by Pat Thomas
* How Did I begin? By Mick Manning and Brita Granstrom
* [www.talktofrank.com](http://www.talktofrank.com)
* Talk PANTS
* Your Mummy Ate My Football by Lynwen James
* Boys and Girls by Lynwen James

Children have the opportunity to discuss worries and concerns and ask any relevant questions to class teachers. Questions are vetted by teachers before the session with a predominant focus on puberty and what the children have already learnt in these sessions. Teachers answer the questions sensitively and the best they can and only discuss and answer questions that are relevant and appropriate. If teachers feel any questions are inappropriate, they will tell the child to discuss this with their parents/carers. If a child discloses something teachers will carry out and follow the appropriate safeguarding procedures. Parents are consulted and informed about the lessons that their children will receive. They are given the opportunity to discuss with staff the content of lessons that deal with particularly sensitive information and ask any questions they have. They are given the opportunity to look at resources and watch any DVD programmes that might be used in sex education lessons. Teachers adapt the teaching and planning by differentiating and personalising the learning, so it is accessible for all pupils including those with special educational needs and disabilities where necessary. The planning and delivery of content may be adapted where appropriate for individuals which may include discussions with parents. A child’s SEND should not be a consideration for the head teacher in deciding whether to grant a parental request to withdraw their child, however there may be exceptional circumstances when the head teacher will want to take a pupil’s SEND into account when making this decision. In Year 3/4, children learn about: * body statistics (weight, hair and eye colour for example)
* physical, emotional and mental health
* healthy lifestyles
* personal hyygiene
* nutrition and food
* aspirations
* emotions
* growing and changing from infancy
* male/female body parts
* similarities and differences
* first aid (Every 2 years)
* relationships
* different types of families and people who care for me
* being safe
* online relationships and being safe online – e-safety (see e-safety policy)

In Year 5/6 children cover all of the above and:* study the effect of the growing process on the body
* understand the importance of puberty
* study the physical differences between males and females
* learn about the reproduction cycle in humans
* learn about drugs, alcohol and tobacco
* understand that there are different types of relationships, including same sex relationships

In Y5/6, at the start of the topic, children have the opportunity to acknowledge and discuss both informal and formal technical vocabulary. Teachers discuss at length which words are inappropriate and which words are appropriate and therefore what words will be used throughout the sex education sessions. This is because we feel it is important to encourage the children to refer to the technical vocabulary. | As a result of studying RSE, children learn:* how to keep themselves physically and mentally healthy
* knowledge about themselves and others and how puberty will affect them
* the importance of strong, healthy, respectful and loving relationships with others
* the human reproductive cycle
* that there are different types of relationships and family structures, and that this is ok
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