

Ripponden J&I School



RSE Policy October 2022

To be reviewed October 2023

INTENT

Relationships and Sex Education Policy (RSE)

The intent of our RSE curriculum is to provide our children with an understanding of the importance of healthy relationships in their daily lives. They will be taught to explore relationships in a broad context and develop the skills and compassion needed to maintain positive connections. They will learn aspects of sex education as set out in the scheme of work which supports this policy (Appendix 1).

Aims:

- Promote school values as described in our 'Branch Out' school philosophy
- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- 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

Definition

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Statutory Requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Ripponden J and I School we teach RSE as set out in this policy.

Policy Development

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 collated all relevant information including relevant national and local guidance

2. Staff consultation – all teachers were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – information was emailed to parents who expressed a wish to take part in the consultation process.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

IMPLEMENTATION

The Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and staff, taking into account the age and needs of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions sometimes delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

For more information about our RSE curriculum, see Appendices 1 and 2.

Inclusion

At Ripponden J and I School we teach RSE to all children, whatever their ability. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. RSE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers will make decisions on how to adapt the curriculum in specific cases in consultation with the SLT, specialist teachers and/or the children's family.

Parents Right to Withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

IMPACT

Assessment and Reporting

There is no formal summative assessment of RSE. However, our expert teaching staff observe children during lessons and adapt their teaching style, content and resources to ensure that the RSE is accessible to all.

Roles and Responsibilities

The Governing Body

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Emily Hutchinson is the named subject leader for RSE and reports to the Headteacher.

Pupils

Appendix 1

Ripponden J and I School - RSE curriculum map

Relationships and Sex Education Map September 2020

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn 1	<p>Relationships: What is the same and what is different about us?</p> <ul style="list-style-type: none"> • Explore personal qualities (week 2-7) <p>Use the correct names for the main parts of the body (inc external genitalia). (week 8)</p> <p>Vocab: difference, similarities, respect, good, bad, vagina, penis, testicles, bottom</p>	<p>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), ‘Sameness and difference’</p> <p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, ‘Everybody’s body’</p> <p>NSPCC – The underwear rule resources (PANTS)</p>
Year 1	Autumn 2	<p>Who is special to us?</p> <ul style="list-style-type: none"> • Explore family relationships and others who care for us • What to do if relationships make you uncomfortable or worried <p>Vocab: special, family, mum, dad, grandparents. grandma(or similar), grandad (or similar), brother, sister, happy, friend</p>	<p>Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, ‘My special people’</p> <p>Metro Charity, KS1, ‘Love and respectful relationships’</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Autumn 1	<p>What makes a good friend?</p> <ul style="list-style-type: none"> • Being kind/respectful • Recognising feelings of loneliness • What to do if friendship is making you unhappy <p>Vocab: family, friend, friendship, group, neighbour, care, thoughtful, considerate</p>	1 decision (5-8) - Relationships
Year 2	Autumn 2	<p>What is bullying?</p> <ul style="list-style-type: none"> • Exploring emotional and physical aspects and associated feelings • Look at online bullying <p>Vocab: falling out, disagreement, conflict, argument, problem, solve, solution</p>	https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/
Year 2	Summer 2	<p>Health and Wellbeing – Managing our feelings/trusting relationships</p> <p>Vocab: emotions, roller coaster, up and down, frustrated, angry, moody, adolescent, advice, support, empathy, understanding</p>	PSHE Association – Mental health and wellbeing lessons (KS1) 1 decision (5-8) – Feelings and emotions
Year 3	Autumn 1	<p>How to be a good friend?</p> <ul style="list-style-type: none"> • How to build and maintain positive relationships • How to recognise unhealthy relationships <p>Vocab: considerate, empathy, lonely, loneliness, nurture, patience, tolerate</p>	Medway Public Health Directorate -Primary RSE lessons (KS2 - Y3), 'Friendship'

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Autumn 2	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> Understand that bodies belong to them and should not be hurt/touched without consent <p>Vocab: rights, privacy, appropriate/inappropriate, helpline</p>	<p>NSPCC – The underwear rule resources (PANTS) Red Cross – Life. Live it ‘Stay safe’ Islington Healthy Schools Team – DrugWise £</p>
Year 3	Spring 1	<p>Relationships</p> <ul style="list-style-type: none"> That families are different (single parent, same sex, foster, adoptive etc) To recognise how people within families support each other To recognise any unhealthy relationships How to ask for help <p>Vocab: Differences, respect, understand, judgemental, stereotypes, inclusion, gay, lesbian, foster, adopt, blended</p>	<p>Coram Life Education – Adoptables Schools Toolkit</p>
Year 4	Autumn 2	<p>Relationships – how to treat each other with respect</p> <ul style="list-style-type: none"> Exploring rights and responsibilities Exploring discrimination/disrespect and the impact it has Exploring secrets and when they are and aren’t appropriate How to respond to aggressive/inappropriate behaviour <p>Vocab: Differences, respect, understand, judgemental, stereotypes, inclusion, appropriate, inappropriate</p>	<p>Premier League Primary Stars – Play the right way / Inclusion 1decision – Being responsible / A world without judgement £ Alzheimer’s Society -Creating a dementia-friendly generation (KS2)</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Spring 1	<p>Health and Wellbeing – managing our feelings</p> <ul style="list-style-type: none"> Identifying feelings and how they affect us and others <p>Vocab: grief, despair, frustration, emotions, roller coaster, up and down, frustrated, angry, moody, adolescent, advice, support</p>	<p>PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4)</p>
Year 5	Autumn 1	<p>Health and Wellbeing – what makes up our identity?</p> <ul style="list-style-type: none"> Gender, ethnicity, gender (sometimes gender identity does not correspond with biological sex) Challenging stereotypes <p>Vocab: gender, stereotypes, transgender, identity</p>	<p>PSHE Association - Inclusion, belonging and addressing extremism (KS2 – Y5/6), ‘Stereotypes’ Premier League Primary Stars – Developing values Metro Charity, KS2, Gender</p>
Year 5	Spring 1	<p>Relationships – how can friends communicate safely?</p> <ul style="list-style-type: none"> Exploring online relationships Safe/unsafe relationships How to seek help <p>Vocab: texting, apps (specific to group), respect, viral, images, relationship, friendship, positive, qualities, values, expectations, responsibility, responsibilities,</p>	<p>Thinkuknow – Play, Like, Share Google & Parentzone – Be Internet Legends</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer 1	<p>Health and Wellbeing – Puberty</p> <ul style="list-style-type: none"> • Exploring physical changes – including menstruation, erections and wet dreams • Exploring emotional changes during puberty • Learning about importance of personal hygiene • How we support and help each other – how to ask questions <p>Vocab: puberty, hormones, physical, grow, mature, child, teenager, adult, genitals, vulva, vagina, penis, testicles, breasts, pubic hair, Adam’s apple, erection, wet dream, , period, sperm, menstruation</p>	<p>Medway Public Health Directorate - Primary RSE lessons (Y4/5), ‘Puberty’ Betty – It’s perfectly natural</p>
Year 6	Autumn 1&2	<p>Health and Wellbeing – how can we keep healthy as we grow?</p> <ul style="list-style-type: none"> • Exploring positive choices, including relationships • Exploring physical and mental health and well being • Understanding that Female Genitalia Mutilation (FGM) is illegal <p>Vocab: relationship, friendship, couple, love, positive, qualities, values, expectations, responsibility, responsibilities, mutual, FGM</p>	<p>PSHE Association – Mental health and wellbeing (KS2 – Y5/6), lessons 1 and 2 PSHE Association and - The sleep factor (KS2) Rise Above – Sleep (KS2) Rise Above – Social media (KS2)</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer 1&2	<p>Relationships – What will change as we become more independent? How do friendships change as we grow?</p> <ul style="list-style-type: none"> • Exploring attraction and relationships – regardless of gender, ethnicity or faith • What it means to be in a committed relationship (marriage, civil partnership or otherwise) • Name the reproductive organs • Understand how babies are conceived • Understand there are ways to prevent pregnancy • How babies grow in the womb and how they are born • Caring for a baby • How growing up and becoming more independent comes with increased opportunities and responsibilities <p>Vocab: Love, respect, consent, commitment, woman, man, human, hormones, reproduction, sex, sexual intercourse, fertilised, sperm, ovum, penis, vagina, fallopian tubes, pregnancy, baby, foetus, uterus, womb, conception, internal, reproductive organs, uterus, fallopian tubes, ovary/ovaries, vulva, vagina, menstruation, menstrual cycle, period, blood, sanitary pads, tampons, Adam’s apple, penis, testicles, scrotum, sperm, semen, erection, ejaculation, wet dream, pubic hair</p>	<p>PSHE Association - Inclusion, belonging and addressing extremism (KS2 – Y5/6), ‘Extremism’</p> <p>PSHE Association, National Literacy Trust and The Guardian Foundation – NewsWise, Lessons 3, 5 and 6</p> <p>BBFC – Let’s watch a film – making choices about what to watch</p> <p>Childnet – Trust me</p> <p>Islington Healthy Schools Team – DrugWise</p> <p>Rise Above – Social Media</p>

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
-------	--------------------

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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 others' 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	<ul style="list-style-type: none"> • 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, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are 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 cyberbullying), 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	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are 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 have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none">• 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 is 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 or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not 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 are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	