

Ripponden J&I School



RSE Policy April 2025

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 broadly follows the Twinkl Life scheme of work, as set out per Appendix 1 and 2, but we may need to adapt it as and when necessary. Some elements of the curriculum will also be taught in science, using the White Rose Science scheme of work, as set out in Appendix 3.

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, including those with special educational needs. 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 4 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

Victoria Whitaker is the named subject leader for RSE and reports to the Headteacher.

Pupils

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

Monitoring Arrangements

The delivery of PSHE is monitored by Victoria Whitaker and is done through

- Pupil Voice
- Learning walks
- Looking at class floor books to support the above

Links with other policies

PSHE policy 2021
Behaviour and Attendance Policy
Teaching and Learning Policy
Branch Out Philosophy

Review

This policy will be reviewed every two years, unless there is a need for a sooner update. This will therefore be reviewed in April 2027.

Appendix 1

PSHE and RSE Long Term Plan – Ripponden Junior and Infant School

Units where RSE is taught

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<u>KS1 TEAM</u> (Relationships)	<u>KS1 Think Positive</u> (Health and Wellbeing)	<u>KS1 Diverse Britain</u> (Living in the Wider World)	<u>KS1 Be Yourself</u> (Relationships)	<u>KS1 It's My Body</u> (Health and Wellbeing)	<u>KS1 Aiming High</u> (Living in the Wider World)
Year 2	<u>KS1 VIPs</u> (Relationships)	<u>KS1 Safety First</u> (Health and Wellbeing)	<u>KS1 One World</u> (Living in the Wider World)	<u>KS1 Digital Wellbeing</u> (Relationships)	<u>KS1 Money Matters</u> (Living in the Wider World)	<u>KS1 Growing Up</u> (Health and Wellbeing)
Year 3	<u>LKS2 TEAM</u> (Relationships)	<u>LKS2 Think Positive</u> (Health and Wellbeing)	<u>LKS2 Diverse Britain</u> (Living in the Wider World)	<u>LKS2 Be Yourself</u> (Relationships)	<u>LKS2 It's My Body</u> (Health and Wellbeing)	<u>LKS2 Aiming High</u> (Living in the Wider World)
Year 4	<u>LKS2 VIPs</u> (Relationships)	<u>LKS2 Safety First</u> (Health and Wellbeing)	<u>LKS2 One World</u> (Living in the Wider World)	<u>LKS2 Digital Wellbeing</u> (Relationships)	<u>LKS2 Money Matters</u> (Living in the Wider World)	<u>UKS2 Think Positive</u> (Health and Wellbeing)
Year 5	<u>UKS2 TEAM</u> (Relationships)	<u>UKS2 Growing Up</u> (Health and Wellbeing)	<u>UKS2 Diverse Britain</u> (Living in the Wider World)	<u>UKS2 Be Yourself</u> (Relationships)	<u>UKS2 It's My Body</u> (Health and Wellbeing)	<u>UKS2 Aiming High</u> (Living in the Wider World)
Year 6	<u>UKS2 VIPs</u> (Relationships)	<u>UKS2 Safety First</u> (Health and Wellbeing)	<u>UKS2 One World</u> (Living in the Wider World)	<u>UKS2 Digital Wellbeing</u> (Relationships)	<u>UKS2 Money Matters</u> (Living in the Wider World)	<u>UKS2 Growing Up</u> (Health and Wellbeing)

*Note that Year 5 are completing LKS2: Growing Up in Autumn 2, as we feel this is a more appropriate age to deliver this unit. Year 4 will therefore deliver UKS2 Think Positive in Summer 2

Appendix 2

Coverage of PSHE Association Study Codes as Twinkl Life Scheme of Work Highlighted Red = non-statutory

Health and Wellbeing KS1

H1. about what keeping healthy means; different ways to keep healthy
H2. about foods that support good health and the risks of eating too much sugar
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday
H4. about why sleep is important and different ways to rest and relax
H5. simple hygiene routines that can stop germs from spreading
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
H8. how to keep safe in the sun and protect skin from sun damage
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
H10. about the people who help us to stay physically healthy
H11. about different feelings that humans can experience
H12. how to recognise and name different feelings
H13. how feelings can affect people's bodies and how they behave
H14. how to recognise what others might be feeling
H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things
H16. about ways of sharing feelings; a range of words to describe feelings

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
H33. about the people whose job it is to help keep us safe
H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
H21. to recognise what makes them special
H22. to recognise the ways in which we are all unique
H23. to identify what they are good at, what they like and dislike
H24. how to manage when finding things difficult
H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
H26. about growing and changing from young to old and how people's needs change
H27. about preparing to move to a new class/year group
H28. about rules and age restrictions that keep us safe
H29. to recognise risk in simple everyday situations and what action to take to minimise harm
H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
H31. that household products (including medicines) can be harmful if not used correctly

H35. about what to do if there is an accident and someone is hurt
H36. how to get help in an emergency (how to dial 999 and what to say)
H37. about things that people can put into their body or on their skin; how these can affect how people feel

Health and Wellbeing KS2

H1. how to make informed decisions about health
H2. about the elements of a balanced, healthy lifestyle
H3. about choices that support a healthy lifestyle, and recognise what might influence these
H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
H5. about what good physical health means; how to recognise early signs of physical illness
H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
H8. about how sleep contributes to a healthy lifestyle: routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
H26. that for some people gender identity does not correspond with their biological sex
H27. to recognise their individuality and personal qualities
H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
H31. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for ¹
H34. about where to get more information, help and advice about growing and changing, especially about puberty
H35. about the new opportunities and responsibilities that increasing independence may bring
H36. strategies to manage transitions between classes and key stages
H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
H38. how to predict, assess and manage risk in different situations
H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe
H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
H17. to recognise that feelings can change over time and range in intensity
H18. about everyday things that affect feelings and the importance of expressing feelings
H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
H43. about what is meant by first aid; basic techniques for dealing with common injuries ²
H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk ³
H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others
H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);
H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping
H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

Relationships KS1

R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives
R2. To identify the people who love and care for them and what they do to help them feel cared for
R3. About different types of families including those that may be different to their own
R4. To identify common features of family life
R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
R6. About how people make friends and what makes a good friendship
R7. About how to recognise when they or someone else feels lonely and what to do
R8. Simple strategies to resolve arguments between friends positively
R9. How to ask for help if a friendship is making them feel unhappy
R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online
R11. About how people may feel if they experience hurtful behaviour or bullying
R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

Relationships KS2

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
R13. the importance of seeking support if feeling lonely or excluded
R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
R16. how friendships can change over time, about making new friends and the benefits of having different types of friends
R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
R21. about discrimination: what it means and how to challenge it
R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R14. That sometimes people may behave differently online, including by pretending to be someone they are not
R15. How to respond safely to adults they don't know
R16. About how to respond if physical contact makes them feel uncomfortable or unsafe
R17. About knowing there are situations when they should ask for permission and also when their permission should be sought
R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
R21. About what is kind and unkind behaviour, and how this can affect others
R22. About how to treat themselves and others with respect; how to be polite and courteous
R23. To recognise the ways in which they are the same and different to others
R24. How to listen to other people and play and work cooperatively

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
R26. about seeking and giving permission (consent) in different situations
R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

Appendix 3: White Rose Science Curriculum Map

Animals, including humans					
White Rose SCIENCE					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - Identify and name a variety of common animals that are carnivores, herbivores and omnivores - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	- Notice that animals, including humans, have offspring which grow into adults - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat - Identify that humans and some other animals have skeletons and muscles for support, protection and movement	- Describe the simple functions of the basic parts of the digestive system in humans - Identify the different types of teeth in humans and their simple functions - Construct and interpret a variety of food chains, identifying producers, predators and prey	Describe the changes as humans develop to old age	- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - Describe the ways in which nutrients and water are transported within animals, including humans
Autumn 1 Spring 2	Autumn 1, Autumn 2 Spring 2 Summer 2, Summer 4	Autumn 1, Autumn 2, Autumn 3	Summer 4, Summer 5	Spring 2	Summer 3, Summer 4

Living things and their habitats			
White Rose SCIENCE			
Year 2	Year 4	Year 5	Year 6
- Explore and compare the differences between things that are living, dead, and things that have never been alive - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other - Identify and name a variety of plants and animals in their habitats, including microhabitats - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	- Recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - Recognise that environments can change and that this can sometimes pose dangers to living things	- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - Describe the life process of reproduction in some plants and animals	- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - Give reasons for classifying plants and animals based on specific characteristics
Spring 2 Summer 2, Summer 4	Autumn 1, Autumn 2 Spring 2 Summer 1, Summer 2	Spring 3 Summer 1, Summer 4	Autumn 1

Appendix 4: 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	