RELATIONSHIPS AND SEX EDUCATION (Ripples)

Parent’s Information Evening
JOSE MORALES

Venus Class Teacher
RSE Lead

jmorales@dysartschool.org
AIM FOR TODAY’S MEETING

- To provide more information about the PRSE/RSE programme in our school
- Look at the new curriculum draft
- Commonly asked questions addressing misconceptions
COMMON PRINCIPLES

- We all want what is best for children.
- We want to protect children and to keep them safe.
- We want children to be healthy and happy.

High quality RSE is part of this
COMMON PRINCIPLES

Parents & carers

School

Child
Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their personal and social lives in a positive way.


Safeguarding Children is at the heart of Relationships and Sex Education Programme.
RSE
Compulsory May 2021

Primary
PSRE - Personal and Social Relationships Education

Secondary
RSE - Relationships and Sex Education
What is Relationships and Sexuality Education?

- A life-long process
- Learning to sustain healthy personal relationships
- Part of Personal, Social and Health Education
- Development of values, attitudes, understanding and skills
RSE

Myself

Myself and Others

Myself and the Wider World
Myself

- Self identity
  - Self-awareness
  - Developing self-confidence
  - Making decisions

- Taking care of my body
  - Health and well-being
  - Knowing about my body
  - Food and nutrition

- Growing and changing
  - As I grow I change
  - New life
  - Feelings and emotions

- Safety and protection
  - Personal safety
  - Safety issues

- Preparing for life outside the school

Jose Morales
Myself and Others

- Myself and my family
  - Gender stereotypes
  - Healthy lifestyle
- My friends and other people
  - Changes and Life events
- Relating to others
  - Communicating
  - Resolving conflict
  - Appropriate/Inappropriate touch
  - Respect and consent
Myself and the Wider world

- Developing citizenship
  - My school community
  - Living in the local community
  - Public/Private spaces
  - Diversity
  - Environmental care

- Media Education
  - Body image
  - E-Safety
Why is so important to teach RSE to our students?

- To prepare our pupils for adult, independent life
- To understand, recognise and form healthy friendships and relationships
- To support children and young people to navigate puberty and young adulthood in a safe, healthy and responsible way.
- Due to the vulnerability that our learners have in the community
Why is Relationships and Sex (RSE) Education in Schools Important?

High quality RSE helps create safe school communities in which students can grow, learn, and develop positive, healthy behaviour for life, and for the following reasons:

- RSE plays a vital part in our school fulfilling our statutory duty to protect and safeguard our students. Ofsted is clear that schools must have a preventative programme that enables students to learn about safety and risks in relationships.

- Schools maintain a statutory obligation under the Children Act (2004) to promote their students’ wellbeing and under the Education Act (2002) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on students’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

- Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyberbullying and exploitation is a growing concern. A comprehensive RSE programme can support in addressing these issues.
Relationships and Sex Education
Introduction

- Personal and Social Relationships Education (PSRE) will be compulsory for all primary age pupils from May 2021.
- Relationships and Sex education (RSE) will be compulsory for all Secondary age pupils
- Health education will be compulsory for all pupils in all state funded schools.
- Teaching at school will complement (NOT REPLACE) and reinforce the lessons families teach their children as they grow up.
- At Dysart, we aim to flexibly and inclusively deliver any content in a way that is age and developmentally appropriate with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need.
- To enable us to develop our RSE offer, Dysart School has attended RSE Programme meetings as well as other trainings and continues to liaise with and establish links with external professionals.
Changes

Curriculum

RSE
at Dysart from Sept 2020

Timetable

EHCP targets
Curriculum

- **Universal/Daily offer:**
  - Cross-curricular learning opportunities e.g. toilet training, independence changing rooms, preparing for adulthood, vocabulary, positive relationships/friendships, coping with strong feelings, etc.

- **RSE sessions (Ripples):**
  - Class group, small groups, same sex groups, ability groups
  - Discrete sessions e.g. body parts, relationships, menstruation, self-stimulation, diversity, reproduction, public/private, consent, etc.

- **Personalised programmes:**
  - Social stories
  - 1:1 support
  - Scripts and Sensory Stories

- **Theme Days**
UNIVERSAL OFFER
(daily opportunities)
Ripples RSE Curriculum: ‘Ripples’ because they start off small and grow, like our bodies.

- The Relationships, Relationships and Sex Education and Health Education Statutory Guidance ‘2019’, (alongside Preparation for Adulthood Outcomes – PfA) was used to develop the content of Ripples Curriculum.
*Depending on maturity, age and developmental stage of our pupils*
Personal and Social Relationships Education in Primary School

- Relationships Education is introduced at **Primary** and students explore the following areas:
  - Families and people who care for me
  - Caring Friendships
  - Respectful Relationships
  - Online Relationships
  - Being Safe
  - Physical Health and Fitness
  - Healthy Eating
  - Health and Prevention
  - Changing into Adolescence body
  - Hygiene and Personal Care

- ‘Sex education’ is not compulsory in primary schools. At Dysart School, we have chosen to teach **some aspects** of sex education tailoring the teaching to take account of the age and the physical maturity of our pupils and allowing parents to withdraw their children where requested.

- Parents will have the right to withdraw their child from certain aspects of the programme. The exception is those parts that are included in the **statutory national curriculum**.

Jose Morales
The aim of Relationships and Sex Education is to give young people the information needed to develop healthy, nurturing relationships of all kinds, not just intimate relationships.

Effective Relationships and Sex Education does not encourage early sexual experimentation but teaches young people to understand human sexuality and respect themselves and others. Knowledge about safer sex and sexual health remains important to ensure young people can make safe, informed and healthy choices as they progress to adult life. Pupils should also be given opportunities to understand how healthy relationships can benefit their own mental wellbeing and self respect.

RSE in Secondary schools includes learning around families, respectful relationships including friendships, online and media, being safe, intimate and sexual relationships including sexual health.
Relationships and Sex Education in Secondary School

- Relationships and Sex Education is introduced at Secondary and students explore the following areas:
  - Keeping safe
  - Emotional confusion
  - Respectful Relationships
  - Changes during puberty
  - Safe Choices
  - Private zones of the body
  - Appropriate touch
  - Diverse community
  - Gender stereotypes
  - Fast food and media
  - Self-esteem
  - Confidence
  - Respect and gender
  - Intimate hygiene
  - Things that makes me feel good
  - Consent
  - Reproduction
  - Careers
  - Prejudice
  - E-safety
Physical Health and Wellbeing in Secondary School

- Pupils will be taught how to make well informed, positive choices for themselves that seek to support their own health and wellbeing. There should be opportunities for teaching pupils about problems and challenges. School has also chosen to teach about issues such as eating disorders.

- Teachers should also demonstrate awareness of common adverse childhood experiences such as bereavement, family breakdown and exposure to domestic abuse, and how these might impact on pupils and influence how they experience these subjects.
TARGETED OFFER (Ripples Curriculum)
### Dysart School – PSRE and RSE
#### Curriculum Themes
- **4 Years Cycle**
- **KS1 – 3**

<table>
<thead>
<tr>
<th>Key Stage 1 – 3</th>
<th>Post 14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 1 – 2020-21</strong></td>
<td><strong>YEAR 1 – 2020-21</strong></td>
</tr>
<tr>
<td>Autumn</td>
<td>Autumn 1</td>
</tr>
<tr>
<td>This is who I am</td>
<td>This is who I am</td>
</tr>
<tr>
<td>Spring</td>
<td>Autumn 2</td>
</tr>
<tr>
<td>Safe and Healthy Lifestyle</td>
<td>Personal Care and Hygiene</td>
</tr>
<tr>
<td>Summer</td>
<td>Spring</td>
</tr>
<tr>
<td>Growing up and changes</td>
<td>Safe and Healthy Lifestyle</td>
</tr>
<tr>
<td><strong>YEAR 2 – 2021-22</strong></td>
<td><strong>YEAR 2 – 2021-22</strong></td>
</tr>
<tr>
<td>Autumn</td>
<td>Autumn 1</td>
</tr>
<tr>
<td>Love, Respect and Gender Stereotypes</td>
<td>Relationships and Life Events</td>
</tr>
<tr>
<td>Spring</td>
<td>Autumn 2</td>
</tr>
<tr>
<td>Appropriate and Inappropriate Touch</td>
<td>Love, Consent and Gender Stereotypes</td>
</tr>
<tr>
<td>Summer</td>
<td>Spring</td>
</tr>
<tr>
<td>Celebrating our differences</td>
<td>Appropriate and Inappropriate Touch</td>
</tr>
<tr>
<td><strong>YEAR 3 – 2022-23</strong></td>
<td><strong>YEAR 3 – 2022-23</strong></td>
</tr>
<tr>
<td>Autumn</td>
<td>Autumn 1</td>
</tr>
<tr>
<td>Feelings, Emotional confusion</td>
<td>Feelings and emotional confusion</td>
</tr>
<tr>
<td>Spring</td>
<td>Autumn 2</td>
</tr>
<tr>
<td>What areas and spaces are private? How to say NO</td>
<td>Wellbeing and Mental Health</td>
</tr>
<tr>
<td>Summer</td>
<td>Spring</td>
</tr>
<tr>
<td>Reproduction</td>
<td>What areas and spaces are private? How to say NO</td>
</tr>
<tr>
<td><strong>YEAR 4 – 2023-24</strong></td>
<td><strong>YEAR 4 – 2023-24</strong></td>
</tr>
<tr>
<td>Autumn</td>
<td>Autumn 1</td>
</tr>
<tr>
<td>Relationships and Life Events</td>
<td>Feelings and emotional confusion</td>
</tr>
<tr>
<td>Spring</td>
<td>Autumn 2</td>
</tr>
<tr>
<td>Wellbeing and Mental Health</td>
<td>Wellbeing and Mental Health</td>
</tr>
<tr>
<td>Summer</td>
<td>Spring</td>
</tr>
<tr>
<td>Personal care and Hygiene</td>
<td>What areas and spaces are private? How to say NO</td>
</tr>
<tr>
<td><strong>Post 14</strong></td>
<td><strong>Post 14</strong></td>
</tr>
</tbody>
</table>
Ripples Sessions: how will it be delivered?

- RSE education will be the school subject through which children and young people will acquire the knowledge, skills and attributes they need to stay healthy, safe, and thrive now and in the future. A variety of teaching and learning strategies will be used which encourage participation, with opportunities for pupils to develop critical thinking and relationship skills.

- RSE will be delivered in a forty-five minutes sessions within the timetable, and also within the themed curriculum. Topics will be mapped across the three/four-year creative curriculum programme. Lessons will be delivered by class teachers who will be fully informed and expected to deal with issues sensitively. The RSE co-ordinator will work with staff to discuss issues and planning.

- In addition to this there will be clear signposting to advice and an opportunity for pupils to devise strategies to boost self-esteem.
Ripples Sessions: how will it be delivered?

Some of the young people at DYSART are in transition from being a child to an adult. However the nature of pupils’ learning difficulties means that staff are mindful of the need for age-appropriate resources which may draw on materials which would usually be used with younger children The school will also work on a bank of social stories to cover key topics.

Whilst the majority of teaching may be done in a class group, alternative pupil groupings may be appropriate e.g.:

- Single sex groupings
- Ability groups across a Waves
- Individual programmes

There will be many opportunities for cross-curricular work within the DYSART curriculum, including opportunities to link to PSD, PE and Science, as well as linking to British Values, and the development of Spiritual, Moral, Social and Cultural values.
Ripples Sessions: what is different about RSE for pupils in Dysart?

In essence the curriculum and topics covered are similar to RSE with mainstream pupils however, the **pace and detail of topics** may be different and pupils may need lots of support to generalise their learning outside of RSE lessons and support to personalise the learning to their own relationships, behaviours and maturation.

It may be appropriate to **revisit topics more frequently** to support ‘overlearning’ (i.e. practising and embedding the new skills, so the learner retains the learning beyond the initial success and develops mastery) for new and abstract topics.
Ripples Sessions: Is RSE relevant for pupils with Profound and Multiple Learning Disabilities (PMLD)?

Pupils with PMLD have a right to good quality RSE that provides a curriculum differentiated to cater for their range of needs and abilities.

Whilst capacity to consent may be an issue for some pupils with PMLD it is important that their lived experience reflects good RSE principles. Consent may be experienced by a pupil with PMLD when a teacher leaves time following a request and then waiting a moment when a pupil may indicate readiness before the teacher completes the action.

Privacy can be experienced by the pupil in how the teaching assistant supports individual personal care, they can narrate their actions, so topics such as public/private, accurate naming of body parts and safeguarding are all experienced by the pupil, contextualised and repeated daily.

Pupils with PMLD are exposed to greater incidences of personal touch and although they may not comprehend the difference it is our responsibility to ensure that we foster an environment of respect, safe routine and transparency when undertaking personal care routines, so that they can develop an understanding of appropriate practices. Changes of behaviour during intimate routines can be an indicator of negative experiences.
### Example of a possible Timetable: split session

<table>
<thead>
<tr>
<th></th>
<th>Section one</th>
<th>Section Two</th>
<th>Lunch</th>
<th>Section Three</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td>College/Meal Prep</td>
<td>College/Meal Prep</td>
<td>Leisure &amp; Hobbies</td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td>Travel Training</td>
<td>Shopping</td>
<td></td>
<td>RSE</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>Tolworth Gym</td>
<td>Tolworth Gym</td>
<td></td>
<td>Emotional Regulation</td>
</tr>
<tr>
<td></td>
<td>Communication Focus</td>
<td>Leisure &amp; Hobbies</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>Life Skills</td>
<td>Swimming</td>
<td></td>
<td>Ascentis Personal Development</td>
</tr>
<tr>
<td></td>
<td>Enterprise/Art</td>
<td></td>
<td></td>
<td>P14 &amp; Communication U/S</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>Topic Maths Focus</td>
<td>Topic Literacy Focus</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>Meal Prep</td>
<td>Meal Prep</td>
<td></td>
<td>Travel Training</td>
</tr>
<tr>
<td></td>
<td>Topic Maths Focus</td>
<td>Topic Literacy Focus</td>
<td></td>
<td>Enterprise/Art</td>
</tr>
</tbody>
</table>
TARGETED OFFER
(The Ripples Curriculum)
### Targeted Offer (Ripples Sessions)

#### Key Stage 1 – 3

<table>
<thead>
<tr>
<th>Year 1 – 2020-21</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is who I am</td>
<td>Growing up and changes</td>
<td>Safe and Healthy Lifestyle</td>
<td></td>
</tr>
</tbody>
</table>

#### Post 14

<table>
<thead>
<tr>
<th>Year 1 – 2020-21</th>
<th>Autumn 1</th>
<th>Autumn 2</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is who I am</td>
<td>Personal Care and Hygiene</td>
<td>Changes during puberty</td>
<td>Safe and Healthy Lifestyle</td>
<td></td>
</tr>
</tbody>
</table>

Teaching **Now** alongside the Recovery Curriculum
TARGETED OFFER (Ripples Sessions)
TARGETED OFFER (Ripples Sessions)
TARGETED OFFER (Ripples Sessions)
TARGETED OFFER (Ripples Sessions)
TARGETED OFFER (Ripples Sessions)
TARGETED OFFER (Ripples Sessions)

GROWING UP AND CHANGES

- Menstruations
- Being a teenager
- Transitions
- Body changes
  - Hair growth
  - Voice change
  - Acne
  - Body smells
  - Genital growth
  - Breast enlargement
  - Baby/boy/teenager/man/elder

Jose Morales
TARGETED OFFER (Ripples Sessions)

Ripples Topic
- e.g. Hair Growth

Ripples Sessions
- Discrete sessions
- RSE Scripts
- Sensory stories

Personalised Programmes
- Social stories
- Sensory stories
- 1:1 sessions
- OT, NEST support
RSE Stories (Ripples Sessions)

- **WHAT are RSE stories:**
  - Resources to support us teaching RSE content in a multisensory and meaningful approach to tackle issues around puberty, change, intimate relationships, diversity or consent.

- **WHY use the stories:**
  - Scripts are adapted to teach young people with severe learning and physical difficulties to prepare them for the changes both physical and emotional that they are likely to go through.
  - Sensory approach: students with complex needs, learn better using sensory props to engage them.
  - Ensure consistent and correct language, reducing fear and equips staff with reassurance and confidence.
  - Puberty is taking place in children at an increasingly young age and so the stories should be started with children in the primary years.
  - Safeguarding: These stories are designed to be used with anatomically correct dolls.
HOW to use RSE stories:

- The stories can be used within a group session and also 1:1 if this support is needed.
- The stories can be simplified further or made more complex according to individual needs.
- The stories can be adapted according to individual needs (Jenna, Erin).
- Dolls can be used in drama to teach about periods, masturbation and safeguarding issues such as good/bad touch. Repetition is essential.
- Dolls can also be put into wheelchairs or changing beds in a way that students can identify with.
- Dolls must be treated appropriately and with respect.
- Always clarify to students that we can remove clothes or do things to the dolls because they are not a real person.
- Get over the giggles.
- Create a drama circle to symbolise what happens inside the circle is private.
- Debrief to DSL if have any safeguarding concern after a session.
RSE Stories (Ripples Sessions)

RSE Stories (kept in boxes)

**RED PATHWAY**
- RSE Scripts
- Sensory stories
- Sensory cues
- Exploration and self-reflection

**YELLOW/BLUE PATHWAY**
- RSE Scripts
- Social/sensory stories
- Anatomically correct dolls
- Functional skills
RSE Stories (Ripples Sessions)

- Let students express thoughts during the stories
- Assessment opportunities
- Have Fun
- Training staff to use the stories
Whole School approach

- The RSE Curriculum should be and is set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school.

- For example, the curriculum on relationships and sex is supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding.

- At the heart of Relationships Education, Relationships and Sex Education and Health Education, there is a focus on keeping children safe and the role that schools can play in preventative education.

- Clear reference of this link is included in our RSE Policy.
The current RSE Policy (2019) will be shortly reviewed to reflect the current statutory guidance including RSE curriculum offer.

Our RSE policy will be in line with RSE Guidance 2020 that includes information on what is Relationships and Sex Education, Aims and Objectives, Links with other policies, RSE Curriculum content and planning, answering difficult questions, areas of responsibility, sensitive issues, CP and Confidentiality, parental right to withdraw, working with external agencies, etc.

Support for Parents and Carers

- DfE has produced guides for parents of primary and secondary aged children which can be used by schools to communicate how relationships and health education will be taught. The guides provide details of topics that will be covered and information of parent’s rights to withdraw. (DfE, 2019c).

- You may access relevant guides following the links below:

- These will also be accessible on the School Website.
COMMONLY ASKED QUESTIONS ADDRESSING MISCONCEPTIONS
Will my child’s school have to engage with me before teaching these subjects?

- Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform schools’ decisions on when and how certain content is covered.

- Effective consultation gives the space and time for parents to input, ask questions, share concerns and for the school to decide the way forward. Schools will listen to parent’s views, and then make a reasonable decision as to how they wish to proceed. What is taught, and how, is ultimately a decision for the school and consultation does not provide a parental veto on curriculum content. (UK Gov)
Do I have a right to withdraw my child from Relationships and Sex Education?

- From January 2021 in Primary Education parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the PSHE Curriculum (Note that Sex Education is not compulsory in Primary Schools).

- Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools (other than those which are part of the PSHE Curriculum), which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16.

- There is no right to withdraw from Relationships Education or Health Education at Primary or Secondary as we believe that the contents of these subjects - such as family, friendships, safety (including online safety) – are important for all children to be taught.
Does the new Relationships Education and RSE curriculum take account of my faith?

- The DfE states that Relationships Education has been designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain – this means taking into account the religious background of pupils when planning teaching, so that topics are appropriately handled.

- In developing these subjects, the government has worked with a number of representative bodies and faith organisations, representing all the major faith groups in England. Several faith organisations produce teaching materials that schools can choose to use.

- The subject is designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.
Has the government listened to the views of my community in introducing these subjects?

- A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance.
Will my child be taught about Lesbian, Gay, Bisexual and Transgender (LGBT+) relationships?

- In Dysart, we believe that all pupils should be taught about the society in which they are growing up. Relationships Education is designed to foster respect for others and for difference and educate pupils about healthy relationships. We also believe that children should receive teaching on LGBT+ content during their school years. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist is very important.

- The DfE states that Primary schools are strongly encouraged and enabled to cover LGBT+ content when teaching about different types of families.

- Secondary Schools should cover LGBT+ content in their RSE teaching. RSE should meet the needs of all pupils, whatever their developing sexuality or identity. This should include age appropriate and developmentally appropriate teaching about different types of relationships in modern Britain.
Where can I find out more information about what will be taught in my child’s class?

- Curriculum information, including RSE content, will be sent to parents prior the beginning of each term.

- More information can be obtained by contacting teachers or the School management Team according to resources, methodology or specific content you might have doubts.
What support will school receive to deliver these subjects well?

- The government has invested in a central support package to help teachers introduce these subjects well and with confidence. This will include a new online service, featuring access to high quality resources, innovative training materials, case studies and an implementation guide, available from Spring 2021.
- There will be training available for teachers through existing regional networks, offering opportunities to improve subject knowledge and build confidence.
- Collaboration with expert organisations, schools and teachers to develop this support.
- Memberships of professional associations and organisations specialised on this subject.
- INSET days
ANY QUESTIONS?

Please complete relevant Parent Consultation Questionnaire to add any feedback and share RSE curriculum queries.

You may also share curriculum queries by emailing me at: jmorales@dysartschool.org

We hope, as parents/carers you have the confidence that we are providing the highest quality education for your children. As a school community we are committed to working in partnership with parents so your views will be greatly appreciated to further inform our RSE policy and curriculum. Thank you.