



TAUNTON
— SCHOOL —
PREPARATORY

TPS.011.

Relationships and Sex Education Policy

Policy Lead	TPS Deputy Head Pastoral and DDSL
Committee	
Adopted by Governors	Autumn 2023
Last Amended	August 2023
Last Review	August 2023
Review schedule	Annual

Effective teaching of Relationship and Sex Education is key in supporting young people through their physical, emotional and moral development, enabling them to confidently make informed life choices and furthering their respect for themselves and others as they move through life. This requires a school wide approach, growing children's knowledge, skills and attitudes. Relationships education and RSE must be accessible for all pupils

Definitions

Relationships Education and Relationships and Sex Education (RSE) is about the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. It is not about the promotion of sexual activity.

Relationships education covers the importance of personal space and boundaries, showing respect towards others and understanding the differences between appropriate and inappropriate (or unsafe) physical contact. Primary pupils (Y3-6) learn about families and people who care for them, how to recognise caring friendships and respectful relationships, online relationships and being safe. Secondary age pupils (Y7-8), build further on the areas previously covered and in addition begin to discuss; intimate and sexual relationships(including sexual health), consent (including the age of consent), FGM, sexuality, gender identity and exploitation. In addition, they are made aware of the relevant legal provisions. Students are also aware of the people who can support them.

The 1996 Education Act consolidates all relevant previous legislation and states that all schools must provide an up-to-date policy that describes the content and organisation of SRE provided outside the National Curriculum Science Order. The DfE Sex and Relationship Education Guidance (2020) supports this legislation and states that all schools should have an RSE programme tailored to the age and physical and emotional maturity of the pupils. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and sex education compulsory from 1st September 2020 as follows;

- Relationships education – for pupils receiving primary education (essentially age 5 to the end of Y6). There is no parental right to withdraw pupils.
- Relationships and sex education (RSE) – for pupils receiving secondary education (essentially Y7 and above), subjected to a limited parental right to withdraw pupils.

Relationships and Sex Education (RSE)

Relationships and Sex education is about pupils acquiring information about the development of their bodies, sexuality, sex, and sexual behaviour. Sex education aids children to get the information they need to make informed decisions about sex and sexuality. Pupils need this kind of information in order to make the right choices and protect themselves.

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23).

At TPS, puberty is taught as a statutory requirement of Health Education and covered by our PSHEE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this (Year 6 – 'Changing Me' (Conception, birth)).

Aims

The aims of Relationships and Sex Education (RSE) are:

- 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

Through RSE at TPS, we aim to give students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. We are enabling them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. RSE should teach what acceptable and unacceptable behaviour in relationships is. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. RSE is also supported through science lessons. In particular, reproduction in humans (e.g. the structure and function of the male and female reproductive systems, menstrual cycles, fertilisation, gestation, birth).

RSE is an entitlement for all children and young people and must:

- Be accurate and factual;
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- Be delivered by competent and confident educators;
- Be provided within a learning environment, which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

Policy Consultation

The Relationships and RSE Policy was developed in consultation with pupils, staff, governors and parents.

- The School Council discussed topics and content and raised topics that they felt pupils found difficult to discuss
- Heads of School, met with the Deputy Head Pastoral to discuss the content of the policy, definitions and areas of potential concern
- PSHEE leads from across TPPS, TPS TSI and TS discussed the content of sessions from Years 1-8, making sure that it was age appropriate, progressive and met the requirements of the DfE guidance.
- Content is shared with Governor Representatives
- Parents were consulted via an online questionnaire and information evening and are informed termly about topics being studied by each year group and consulted annually about the policy.

Teaching and Learning

The Deputy Head Pastoral, working closely with the Head of PSHEE, oversees Relationships and Sex Education. The Deputy Head Pastoral also teaches RSE. The school expects all staff to model positive attitudes towards RSE.

RSE is taught within the context of TPS's ethos and pastoral care system and is part of our commitment to ensure our pupils feel safe and happy. This policy complements our behaviour, safeguarding, SMSC and child on child abuse policies. In considering content and approach, the findings of the June 2021 Ofsted *Review of sexual abuse in schools and colleges* were also considered. In addition, the religious background of all pupils is taken into account when planning teaching, so that topics are appropriately handled.

Planning and Assessment is a whole school responsibility in order to ensure that the provision for pupil needs is met and that the way in which the modes of delivery are combined are appropriate to the school curriculum policy. The schemes of work used are based on JIGSAW, which includes all of the content set out in the statutory guidance. We adapt and personalise these schemes of work in order to meet the needs of the pupils and to be able to respond to topical issues that may arise. RSE is mainly taught through the PSHEE programme and led by a small group of trained teachers. Teachers of RSE conduct quizzes, discussions and half-termly assessments to gauge understanding.

Teachers of RSE are responsible for:

- Delivering RSE in a sensitive, non-judgemental and factual way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

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

Special Educational Needs and Learning Difficulties

The school will ensure that pupils with special educational needs (SEN) receive relationships and sex education that is appropriate to their stage of development. The school understands that some pupils are more vulnerable to exploitation and other issues on account of their SEND. Sex and Relationship Education will help all pupils to understand their physical and emotional development and enable them to make positive decisions in their lives. Teachers may need to be more explicit and plan work in different ways in order to meet the individual needs of children with SEN or learning difficulties. The Head of EP will advise staff on planning and delivery, where necessary.

Staff Training

Teachers are provided with training as required to support their delivery of RSE and extend their confidence in doing so. The training consists both of raising awareness of all staff through whole school training and specific training for RSE and PSHE Teachers. Training needs are identified for individual staff through the appraisal system and discussion with the Head of PSHE and the Deputy Head Pastoral. The personal attitudes and beliefs of teachers should not influence their delivery of the RSE curriculum.

Monitoring and Evaluation

The PSHE subject leader will have overall responsibility for the provision of the academic programme and will monitor its implementation recommending any necessary changes to the Deputy Head Pastoral as appropriate. Parents will receive prior notification of the RSE Programme to enable them to discuss issues with staff and their own children. Materials used in the RSE Programme will be available to parents on request.

Parents right to withdraw their child/children

Parents are not able to withdraw their children from relationships education, however they have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting such a request, the Head and Deputy Head Pastoral will meet with parents and, as appropriate, with the student to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. After such discussions, except in exceptional circumstances, the school will respect the parent's request up to and until three terms before the pupil turns 16. After that point, if the pupil wishes to receive sex education, the school will make arrangements to provide it during one of those terms.

The Head will automatically grant a request to withdraw a primary age pupil from sex education, other than as part of the science curriculum.

The school will document all such processes and keep a record.

If a pupil is withdrawn, they will receive purposeful education in a different class during these sessions. However, the school cannot prevent them hearing about the learning from their peers and cannot be responsible for any misconceptions that may arise from this.

The following policies are related to the teaching of Relationships and Sex Education:

National

2010 Equalities Act

KCSIE September 2023

June 2021 Ofsted Review of sexual abuse in schools and colleges