



TAUNTON
— SCHOOL —

PRE-PREP & EYFS RELATIONSHIPS AND SEX EDUCATION

POLICY

Policy Lead – Head of Pre-prep and Nursery

Last Review – September 2025

Review Schedule - Annually or following a change in legislation

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.

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 RSE provided outside the National Curriculum Science. The DfE's 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.

What is Relationships and Sex Education?

Relationships and Sex Education is supporting young people through their lifelong learning about physical, moral and emotional development, enabling them to confidently make informed life choices and furthering their respect for themselves and others as they move through life. It is about the understanding of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

This requires a school wide approach, growing children's knowledge, skills and attitudes. Relationships education and RSE must be accessible for all pupils.

Why should it be taught?

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain worthwhile and meaningful relationships. It also enables young people to make responsible and informed decisions about their health and well-being based on respect for themselves and for others, at home, school, work and in the community. Good relationship and sex education in the primary school helps children make sense of the many different messages they receive about relationships and sex from television, from other children and from what they see around them in their families and neighbourhoods. RSE provides a calm, safe place where they can ask questions and resolve anxieties. It also helps protect children from abuse by ensuring that they understand about safe and unsafe touch, and have the language to describe what is happening to them if they are being hurt. Relationships and sex education between the ages of 4 and 11 is the learning about our bodies,

reproduction and puberty within the context of emotions, relationships and healthy choices. It lays the foundation for future work on sexual and reproductive health and so helps prepare children for adulthood.

Aspects of RSE

Relationships Education consists of x32 outcomes (DFE guidance pages 20-21) that pupils should know 'by the end of primary school'. These are broken down into five areas:

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

Younger pupils should learn that their body belongs to them and that they can say who has access to it. This is a key aspect in a school's approach to safeguarding. Learning to respect boundaries – their own and other people's – helps children to understand the need to obtain consent and that everyone has the right to offer or withhold their consent for any activity, sexual or otherwise'.

Aims

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

- To teach pupils the correct vocabulary to describe themselves and their bodies
- 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

Through RSE at TPPS, 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 animals and 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
- 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 PSHEE leads from across TPPS, TPS TSI and TS and discussed the content of sessions from Years R-8, making sure that it was age appropriate, progressive and met the requirements of the DfE guidance.

- Content is shared with Governor Representatives
- Parents are informed about topics being studied by each year group.

Teaching and Learning

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

RSE is taught within the context of TPPS's ethos and values, 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.

The personal attitudes and beliefs of teachers should not influence their delivery of the RSE curriculum.

Monitoring and Evaluation

The Head of PSHEE will have overall responsibility for the provision of the academic programme and will monitor its implementation recommending any necessary changes to the Head 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, that do not form part of the science curriculum. Before granting such a request, the Head will meet with parents 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.

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 2025

June 2021 Ofsted Review of sexual abuse in schools and colleges

2024 RSE Draft Guidance