



RSE – RELATIONSHIP AND SEX EDUCATION POLICY v1.6

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1. POLICY STATEMENT

This policy applies to all members of Town Close School. We are fully committed to ensuring that the application of this Relationships and Sex Education (RSE) policy is non-discriminatory in line with the UK Equality Act (2010). This document is available to all interested parties on our website and on request from the Head of PSHE (lmoore@townclose.com) and should be read in conjunction with the following policies:

- Anti-bullying
- E-safety
- Equality
- Inclusion
- PSHE
- Safeguarding
- Teaching and learning.

This document is reviewed annually and the next scheduled date for review is Jan 2026.

2. INTRODUCTION

The PSHE Association states that Relationships and Sex Education (RSE) Education seeks to “build positive foundations for healthy and safe relationships of all kinds.” It states that “learning about relationships and sex supports children and young people to stay safe, enjoy positive relationships of all kinds, and make informed decisions.”

In line with this guidance, RSE at Town Close School equips children and young people with accurate information, positive values and skills to conduct healthy, safe and positive relationships both now and in the future.

Our approach to RSE at Town Close is underpinned by the **Town Close Way**. This clear set of embedded values permeates through the teaching practice, resources and classroom management in RSE lessons.

It states that **everyone**:

- **Cares** for our School and wider community
- **Acts** positively, honestly and with ambition
- **Respects** themselves and others
- **Enjoys** and celebrates learning
- **Supports** others to be their best

RSE provision at Town Close House School:

- Is an identifiable part of our school curriculum within our PSHE programme, which has planned, timetabled lessons across all the Key Stages. (1 hour per fortnight in the Pre-Prep department, 1.5 hours per fortnight in the KS2 and 1 hour in KS3 per fortnight). Specific RSE units of work are identifiable on the PSHE long term planning document attached to this policy (Appendix i)
- Is taught by staff regularly trained in RSE (with expert visitors invited in to enhance and supplement the programme, where appropriate).
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.

- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues *appropriate to the age and stage of pupils*.
- Fosters equality and challenges all forms of discrimination.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Will only use teaching and materials which are appropriate to the age and the religious background of the pupils receiving it.

For older pupils, RSE provision also:

- Gives a positive view of human sexuality with honest and medically accurate information.
- Affirms the value of loving and caring relationships and encourages the appreciation of marriage, civil partnerships, family life and the implications of parenthood, recognising that there are strong and mutually supportive relationships outside marriage
- Supports the acceptance of sexuality, sexual orientation, gender identity and choices made by others
- Ensures that pupils understand the legal and moral principles of consent

Sex education is not compulsory in primary schools. However, at Town Close School, we ensure there is *suitable* sex education before pupils reach the end of Year 6, so that they are prepared for the transition to the next stage in their education. All aspects of sex education taught at the Prep School are tailored to the age, physical and emotional maturity of the pupils, and are outlined in this policy.

As pupils get older and mature physically, intellectually, emotionally and socially, language, concepts and content will increase in depth and complexity

3. TEACHING AND LEARNING

The RSE programme will be led by Louise Moore taught by Pre-Prep teachers, Junior Department Form Teachers and Stuart Coulthart (Deputy Head) and supported by Dr Rachel Carroll. All staff involved in the delivery of RSE have received specialist training to ensure that pupils receive clear and consistent approaches to RSE throughout their time at Town Close School. Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal.

4. CURRICULUM

The RSE curriculum meets the objectives outlined in ***Relationships Education, Relationships and Sex Education (RSE) and Health Education*** statutory guidance, 2020. It is provided within a social, moral, spiritual and cultural framework.

RSE is taught through a ‘spiral curriculum’ entailing that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSE will support the school’s commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

The long term PSHE plans, within which details of the RSE curriculum can be clearly identified, is attached to this policy in Appendix i. The areas of study are briefly outlined in the tables below.

Key Stage 1 and Key Stage 2

Relationships Education	<ul style="list-style-type: none"> • Respecting ourselves and others - • Families and friendships • Safe relationships (including online relationships) • Puberty/Health Education
Sex Education in Year 6	<ul style="list-style-type: none"> • How a baby is conceived and born

Key Stage 3

Relationships and Sex Education in Year 7 and 8	<ul style="list-style-type: none"> • Families and people who care for them, including the nature of marriage and civil partnership and their importance for family life • forming and maintaining caring relationships • the characteristics of healthy and respectful relationships, including online • how relationships may affect physical and mental health and wellbeing • Safe relationships, including online relationships • Puberty/Health Education
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Where possible the curriculum will be complemented by themed assemblies, tutor group meetings, bird family meetings and cross curricular links.

RSE will be taught through a range of teaching methodologies, including storytelling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

Coverage and emphasis of topics taught may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living. If this is the case, parent or carers will be provided with appropriate notice before the amended programme is delivered.

CROSS CURRICULAR LINKS

- **Science**
Throughout the school, factual knowledge about living things and health will be studied. In Year 5, pupils are taught about the human life cycle. In Year 7, pupils are taught the biological facts relating to human growth, puberty and reproduction.
- **Computing**
Pupils begin to think about ways in which they can reduce risks and stay safe in online relationships through the computing curriculum.

HOMEWORK

No time-tabled homework is set.

RESOURCES

Planning resources are given to relevant staff by the Head of PSHE. Plans and resources are stored on the staff shared folder. Discovery Education and resources from the PSHE Association are used throughout the school. Some KS2 and KS3 resources can be accessed via the Firefly platform.

5. ASSESSMENT

Pupils' learning will be assessed informally to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective.

Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and will include self-assessment tasks that will confirm pupils understanding of the topics.

Informal assessment of pupils can be done in any of the following ways, subject to suitability:

- Baseline assessments as deemed appropriate
- Personal reflections – verbal or written
- Self-assessment and peer-assessment
- Monitoring understanding when planning a talk or presentation
- Written responses to stimuli in PSHE class book or individual exercise books
- Assessing their contributions to discussions and debate
- Tasking them with producing resources for younger pupils
- Observing role-play activities and their reflections on them
- Children to create posters, pamphlets or instructional articles

6. INVOLVING PARENTS AND CARERS

We believe in the importance of collaboration between school and home to provide the best experience of RSE for our pupils. We believe that parents or carers are the primary educators of their children in RSE. We therefore wish to build a positive and supportive relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

The school will provide support to parents and carers through opportunities to speak to their child's PSHE teacher at parents' evenings. Here, parents can meet their child's PSHE teacher should they wish and review the resources being used as well as consider ways to build on the learning at home, fostering strong channels of communication between parents or carers and their children. The school also operates an open-door policy, enabling parents to discuss RSE at relevant times throughout the school year.

Complaints about the RSE programme can be made in line with the complaints procedure outlined on our website.

THE RIGHT TO WITHDRAW

The vast majority of RSE is compulsory. Parents or carers have no right to withdraw from Relationships Education or aspects of PSHE lessons that discuss growing and changing during puberty. However, parents and carers are able to request that their child is excused from Sex Education, other than those lessons which are part of the science curriculum. If a parent or carer wishes their child to be excused from some or all of the non-statutory Sex Education, they are invited to discuss this with the headteacher, making clear which aspects of the programme they do not wish their child to participate in. Once a decision has been made, parents or carers must inform the school in writing stating their reasons as to why they would like their child withdrawn. The pupil is so excused until the request is withdrawn, unless or to the extent that the headteacher considers that the pupil should not be so excused.

The school will document this process.

7. ENTITLEMENT AND EQUALITY OF OPPORTUNITY

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem. Children with identified special educational needs will be given appropriate support following advice from the Head of Learning Support so that they can achieve their full potential as individuals. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. RSE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our RSE curriculum.

Thorough continual assessment and regular reviews of the curriculum we ensure that we recognise and respect pupils' different abilities, levels of maturity and personal circumstances and preferences in accordance with the school's Inclusion Policy.

8. MONITORING AND EVALUATION

The quality of RSE teaching and learning will be monitored through

- RSE learning walks
- team teaching and informal drop-ins conducted by subject leads and/or members of the senior leadership team,
- pupil voice monitoring (both formal and informal)
- staff voice and
- ongoing dialogue between the Head of PSHE and PSHE teachers and the Director of Studies at regular department meetings

The observations and findings of which will be used to identify and inform future staff training needs

9. RESPONDING TO DIFFICULT QUESTIONS

There may be sensitive and controversial issues which arise in RSE lessons. These may be a matter of age and stage appropriateness or contrasting personal beliefs, including those originating from faith perspectives and culture. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly within the framework of a class working agreement.

Regularly, pupils will be provided with an opportunity to ask questions in an open setting and will also be provided with an opportunity to raise anonymous questions (for example, through the use of an anonymous 'ask-it-basket').

Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer. We may communicate with parents and carers regarding a question asked by their child in class so that the answer can be explored at home in the family context.

Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the pupil to ask a parent or carer or trusted adult at home.

10.SAFEGUARDING, REPORTS OF ABUSE AND CONFIDENTIALITY

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

At the beginning of RSE teaching the class will discuss and create a "working agreement". Confidentiality will be discussed within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Distancing techniques such as the use of characters within RSE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to all pupils including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral system to advise on topic coverage, using trusted, high quality local resources, so that the school can be responsive to pupils' pastoral needs and safeguarding arrangements can be actioned efficiently if required.

Teachers will understand that an open forum to discuss potentially sensitive issues can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected, including referring to being involved (or being likely to be involved) in sexual activity. Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and children's social care. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

Last reviewed January 2025

Next review January 2026