

# Relationships and Sex Education Policy

## **Twyford is a School:**

- Where we promote an enduring love of learning.
- Where each child is respected as an individual.
- Where we engender a clear appreciation of the traditional ethical and spiritual precepts of our Christian foundation.
- Where children feel safe and unconditionally valued.
- Where excellence is identified and where each child may extend themselves.
- Where staff are our most cherished resource.
- Where pupils engage with technology as a means of extending systematic enquiry.
- Where there is a partnership between staff, pupils, parents and governors.

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## **Abbreviations, Acronyms and Definitions**

<b>Abbreviation / Acronym</b>	<b>Definition</b>
EYFS	Early Years Foundation Stage

This Policy is for the whole School, Early Years Foundation Stage and Boarding.

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### **1.**

#### **1. Policy Formation**

The Relationships and Sex Education policy was formed showing due regard to the statutory guidance '*Relationships Education, Relationships and Sex Education (RSE) and Health Education*' as well as The Education Act [sections 403 and 405] (1996) and The Equality Act (2010).

#### **2. Definition and philosophy underpinning RSE at Twyford**

All RSE delivered at Twyford School is underpinned by our ethos and stated values. The School recognises the need to work collaboratively with pupils' families to ensure a mutual understanding of RSE and to deliver effective education that meets our pupils' needs.

Relationships Education for primary aged pupils and Relationships and Sex Education for secondary aged pupils (all covered by the umbrella term RSE) is mostly taught at Twyford within PSHE lessons in the context of a broad and balanced curriculum.

The School intends to provide pupils with what they need to know to be safe and healthy, and to understand how to manage all aspects of their lives in a positive manner. It comprises learning about the importance of family life and a child's upbringing; safety in forming and maintaining relationships; what healthy relationships consist of and how relationships may affect wellbeing, both mental and physical and the concepts of marriage and civil partnership and the positives they bring.



RSE is about the emotional, social and cultural development of pupils. It is also about discussing contemporary issues, as well as listening to other people's views and reflecting on personal opinions. It is not about the promotion of sexual activity.

The education provided is appropriate both for the age and developmental stage of the pupils and is taught with respect to the backgrounds and beliefs of all within the community, with the aim of providing pupils with the legal knowledge they need.

Sex education, as part of RSE in secondary education covers intimate relationships and what the law says about sex, relationships and young people. It also covers broader safeguarding themes and the use of technology in an evolving world.

All of these themes must be covered by the end of secondary education and are not all covered at Twyford School. You will see the nature of the curriculum covered later in this policy. Appropriateness of the themes chosen is reviewed regularly.

Sex education is not compulsory in primary schools. However, the RSE programme also contains elements of the statutory Science curriculum (see Science Department Scheme of Work and DfE Sex and Relationship Guidance pages 19, 20 and 21) from which parents and carers cannot withdraw their children.

### **3. Co-ordination and Planning of RSE**

The Head of PSHE is responsible for the overall planning, implementation and review of the RSE programme.

The Head of PSHE monitors the planning and delivery of content, provides appropriate resources and offers guidance and support in the delivery and assessment of RSE. They liaise with external support agencies and may lead, organise or inform staff and the wider community of training and current issues.

The content planned is delivered through designated PSHE lessons and in cross-curricular settings but also in communal gatherings such as assemblies and presentations. It is also recognised that staff, particularly within the boarding house, may be required to talk through certain issues with the pupils, either as a group or with individuals and these discussions will be based on the RSE policy.

### **4. Equal Opportunities**

The DFEE's guidance of 2000 states that "SRE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives."



All pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we aim to ensure that all pupils have equal access to the curriculum.

Class teachers are responsible for ensuring that SEND differentiation is appropriate for a group or individual and is included within their lesson planning and preparation. The RSE teaching takes place within mixed gender groups although there are planned opportunities for single gender sessions where gender specific issues can be discussed if this is felt appropriate depending on the cohort of children.

We also recognise that the school community has cultural and religious diversity. We explore assumptions about different cultural beliefs and values and encourage activities that challenge stereotypes. Care is taken to ensure that a range of teaching materials and resources are used so that cultural diversity is reflected.

We encourage discussion and consultation with parents and carers to ensure we consider cultural and religious concerns within our teaching.

We also respect the right of our pupils, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE.

We undertake to inform parents before a direct RSE topic is delivered so they can exercise their right for withdrawal from those lessons. The right of withdrawal is referenced later in this document.

An individual's PSHE teacher is responsible for ensuring that pupils who miss a specific RSE input due to reasons other than requested withdrawal are given the opportunity to catch up with the work in an appropriate setting. As with all resources at the school, students with special educational needs and disabilities will be catered for and all materials appropriate for their individual circumstances.

The School will review materials regularly and ensure that the teaching of RSE is age-appropriate in content and will consider when it is appropriate to teach pupils about Lesbian, Gay, Bisexual and Transgender (LGBT).

When taught, this material will be integrated as part of areas of curriculum and not delivered as discrete lessons.

## **5. Teaching and Learning Strategies**

A variety of teaching strategies will be employed to deliver RSE and are outlined in more detail in the main PSHE policy but the emphasis will always be on developing the pupil's confidence so that they can actively participate and are involved with their learning within a safe and supportive learning environment.

To enable this to develop:

- ground rules will be established.
- distancing techniques will be used.

- strategies for dealing with unexpected questions or comments will be planned and practised. (See DfEE Sex and Relationship Guidance 2000 p23)
- reflection will be encouraged.

## 6. Curriculum Content

All material and resources covered at Twyford are consistent with the School's values. They help deliver the RSE aims and objectives set out in this policy. Care is taken that they are matched to the age and maturity of the pupils with whom they are used. Materials used with the pupils are available to the parents and carers on request to the PSHE Co-ordinator. Curriculum and resources are discussed with governors when this policy is updated. The content areas associated with RSE in the different year groups throughout the school are listed below. After a review of our discrete curriculum, we have now moved all PSHE/ RSE lesson to the Jigsaw programme (January 2022). This start date was chosen to allow adequate time for staff training and also to allow parents time to raise questions and view resources should they so wish in advance of the scheme beginning. As explained in our PSHE policy, Jigsaw is a whole school approach and all year groups from Nursery through to Year 8 cover the same themes across the terms. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

RSE aims and objectives are covered throughout the year within the Jigsaw Curriculum, however the unit covered in Summer 2 across the school covers a larger number of the aims.

The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year and are age-appropriate at each iteration.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise

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<b>Summer 1:</b> Relationships	Includes understanding friendship, family intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b> Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

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## 7. Recording and Assessment

As part of PSHE, pupils have a Journal which is used to record lessons activities and children's own reflection on the topics discuss. Nursery and Reception classes keep a whole class journal with pictures and reflection from each PSHE lesson. Each child in Year 1 – Year 2 have a Jigsaw Journal which moves through the years with the children. From Year 3 the children are given a hardback notebook which become their PSHE journal and follows the children through to Year 8. Although there may not be a written task for each lesson all PSHE lessons end with children self-reflecting on the Learning Outcomes through an age-appropriate self-assessment template. RSE lessons are recorded within this journal following the same format as for PSHE lessons.

The Jigsaw program has end of unit summative assessment documentation, staff use this document to assess the children's understanding of the unit taught. This data is then collated on a tracker which shows children working towards the expected level, working at the expected level or working beyond the expected level. To reach these judgements PSHE staff will keep their own observations of children's participation during lessons, review the children's journals and moderate across the year group.

Formal testing of information gained is not the norm within RSE lessons, however those elements that form the Science curriculum are assessed, both through class work and in school exams culminating in Common Entrance and Scholarship examinations to establish levels of knowledge and understanding.

Catch-up opportunities should also take place between PSHEE teachers and any pupil that misses lessons covering RSE specific topics. This is to ensure no fundamental gaps in knowledge appear that be detrimental to the educational development of a child.

## 8. Monitoring and Evaluation

As with other subject areas, the individual class teacher is responsible for evaluating a child's progress. The Head of Department acts in an advisory role but also to ensure that good practice is both disseminated and demanded throughout the department.

## 9. Staffing

The PSHE Department and the Science Department deliver the specific RSE teaching. However, no member of staff will be forced to deliver RSE if they are not confident in so doing. All staff within the school have a role to play in underpinning the aims and objectives of the RSE programme and will be



engaged at appropriate moments for input and awareness. This is particularly the case with the staff involved with the boarding house.

Nursery – Year 4 children are taught RSE through PSHE lessons taught by their form teacher. Year 5 – Year 8 is taught by the Assistant Head Wellbeing.

Within the Science Department, lessons are taught by subject specialists and vary within year groups.

## **10. Training and Development**

Appropriate training will be provided for staff whenever necessary. Individual staff have a responsibility to keep themselves informed of new developments within RSE and to be aware of their own training needs. The most recent training associated with the delivery of PSHEE was in January 2022.

## **11. Confidentiality**

RSE should always take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality helps to achieve this and will be used as a ground rule for all RSE lessons. Pupils will be told that teachers can keep confidentiality except where the teacher is concerned about their safety or that of another child. Where appropriate, pupils will be informed of sources of confidential help. Teaching RSE can lead to pupil disclosure and all staff and visitors must be aware that they cannot offer unconditional confidentiality to children in the school. Staff must also be aware of the School's child protection and safeguarding procedures and local guidance from the Local Children's Safeguarding Board. If anyone is in any doubt as to procedures, they should consult the Designated safeguarding Lead (or any DDSL in their absence) for advice.

## **12. Communication with parents**

It is vital the School works in partnership with parents and carers in the delivery of RSE as they play an important role. The RSE policy will be made available on the School website and parents will be encouraged to discuss any concerns with the Head of PSHE.

## **13. Right of Withdrawal**

The Department for Education guidance asserts: "Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those Terms". This right of withdrawal extends only to the elements of sex education within RSE, not relationships education. Should parents be considering withdrawing their child from these elements of the curriculum, the Head of PSHE will be more than happy to help discuss any concerns and pass them on to the Headmaster where necessary. If a decision is made to



withdraw a child from an element of the curriculum, worthwhile alternative study will be provided for the child in question.