



TERRA NOVA
SCHOOL

Relationships and Sex Education (RSE) Policy

Reviewed: April 2025

Next review: April 2026

Relationships and Sex Education Policy (RSE)

This policy covers our approach to Relationships & Sex Education; a statutory component of the PSHE and Citizenship curriculum from September 2020. It aims to set out the purpose of Relationships Education (Primary) and Relationships & Sex Education (Secondary) and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered.

Terra Nova School takes its responsibility to provide relevant, effective and responsible relationships and sex education (RSE) to all its pupils as part of the school's Science curriculum, supported by the Personal, Social and Health Education (PSHE) curriculum, very seriously.

The school wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the sex education provision.

This policy is drafted by *the Deputy Head/DSL in consultation with the Head, the Head of Science, and the PSHE Lead*. The policy is reviewed and approved by the governing body.

Relationships Education (RE) follows [1Decision](#) (EY-Y6) [Jigsaw](#) (Y6-Y8) and Relationships and Sex Education (RSE) follows the [National Curriculum for Science](#) using resources from [Rise Above](#), [PSHE Association](#) and [DfE Annexe B Resources](#). The resources are fully in line with the Learning Outcomes and Core Themes outlined in the [PSHE Association Programme of Study](#). They include robust facts and statistics from credible sources and are impartial.

This policy addresses the following legal requirements, national strategies and Government guidance:

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

[DfE PSHE Guidance](#)

[Section 78 \(1\) Education Act 2002](#)

[Keeping children safe in Education \(KCSIE\)](#)

[National Curriculum Framework 2014](#)

[Programme of Study for Citizenship at KS1 & KS2 2015](#)

[Equality Act 2010](#)

This policy should be read in conjunction with these related policies:

Child Protection and Safeguarding, Anti-bullying, Equality & Diversity, Curriculum, PSHE, SMSC, Inclusion, Staff Discipline Conduct and Grievance policy (confidentiality).

1. Policy aims

Relationships & Sex Education (RSE) is lifelong learning about physical, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that is fully understood and effectively retained by pupils in our care. It is also about teaching what it is to be in a caring, stable and mutually supportive relationship with another person, and how to control and understand the feelings that come with being in a relationship. RSE will outline the importance of a stable, committed

relationship for family life and the raising of children, as well as highlighting the role of marriage and other stable relationships as building blocks for community and society.

The school would like to emphasise that by providing comprehensive RSE we are not encouraging pupils to become sexually active at a young age. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

Through the provision outlined in this policy we also aim to raise pupils' self esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. We teach pupils to be accepting of different beliefs, cultures, religions, sexual orientations, sexual identities, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

2. Roles and responsibilities

School staff

Up to and including Year 4, RSE will be delivered by class teachers in their PSHE lessons. From Y5 to Y8, the RSE will be delivered by the Head of Science as part of the Science curriculum, with some elements covered in PSHE lessons, delivered by Form Tutors.

It is important that all school staff feel comfortable to take PSHE classes and answer questions from pupils. If the teacher does not feel confident leading discussions then they can defer to the Head of Science or Deputy Head for support and advice, and any training they feel they need.

The school provides professional development training in how to deliver sex education to ensure that all staff with responsibility for addressing and delivering this important aspect of the curriculum both are - in the judgement of the school's Leadership Team - and feel sufficiently equipped to do so.

As a school, we are alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated. Any occurrences or incidents identified are handled via the school's Behaviour Policy, and are likely to be met with both support and suitable sanction depending on the age of the children involved. The School recognises that Staff have a vital role to play in modelling positive behaviours regarding Relationships.

There are certain members of the school leadership team, such as the Deputy Head/DSL, who will hold more responsibility for ensuring that the school's sex education provision is relevant to our pupils and effective, but on a day-to-day basis the responsibility for curriculum delivery lies with the Head of Science, supported by all staff members through the PSHE programme. The school expects staff to voice opinions and share expertise in this area, and will request and review staff feedback on the provision of RSE from time to time.

Governors and senior leaders will:

- Develop this school policy and review it on a yearly basis. This policy is developed ensuring that it meets the needs of the whole school community.
- Ensure that staff are given ongoing training on issues relating to RSE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to sex education.

- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensure that sex education is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive way.
- Ensure that their personal beliefs and attitudes will not prevent them from providing fact based RSE in school.
- Communicate freely with staff, parents and the governing body to ensure that everyone is in understanding of the school policy and curriculum for sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate. We want the provision of sex education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents and additional support given where necessary or requested.

All staff will:

- Be responsible to ensure that they are up to date with school policy and curriculum requirements regarding RSE. Any areas that they feel are not covered or inadequately provided for should be reported back to their line manager;
- Attend and engage in professional development training around sex education provision if requested to do so;
- Access the [training modules](#), provided by the government, to support subject leaders and other staff members teaching RSE;
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to their manager. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures;
- Provide regular feedback to the Head of Science on their experience of teaching RSE and pupil response;
- Ensure that their personal beliefs and attitudes will not prevent them from providing fact based RSE in school;
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If teachers need support in this area they should speak to the SENDCO.

Pupils

Pupils are expected to attend sex education classes that are in their school timetable and take them seriously. In the Senior School these will take place in Science lessons and PSHE lessons. Although they are not assessed through examination, these classes represent a very important part of the curriculum and a vehicle to support personal development; the school expects pupils to recognise this.

Pupils should support one another with issues that arise through RSE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school's Behaviour Policy which may be found on the school website.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSE or otherwise. Conversations of this nature between staff and

pupils will be held in confidence; however, staff may take concerns to the DSL, or a Deputy DSL, if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

The Head of Science will ask pupils for feedback on the school's sex education provision and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by senior leaders and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about.

Parents

The school expects parents to share the responsibility of sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through the school Science and RSE curriculum. Parents are also encouraged to seek additional support in this from the school where they feel it is needed. The School will support parents through the sharing of resources, relevant reading lists, workshops or informal conversations, as most appropriate; these may be shared via the school Bulletin, through weekly Tutor communications or directly from relevant teaching staff. Parents are invited into school on a termly basis to view what is being taught across their child's curriculum - not limited to RSE and PSHE - and conversations with Form Tutors and teachers are actively promoted at all times.

The Head of Science will write to parents about:

- the proposed teaching and content of RSE to their child, explaining what is to be taught
- links to a video with a clearer explanation
- their right to withdraw their child (*see point 4 below*)
- how to access this policy

3. Implementation and curriculum

It is important that we implement our RSE policy consistently throughout the school and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.

Our primary RE curriculum covers:	Our secondary RSE curriculum covers:
• different types of relationships, including healthy family life, marriage and commitment and relationships that make students feel unsafe; • caring friendships, including managing conflict; • how the above leads to good mental health and wellbeing	• family, including different types of stable, committed relationships, marriage and parenting; • respectful relationships, particularly stereotypes, respect and tolerance, different types of bullying, sexual harassment and sexual violence;

• respectful relationships, including respecting others, self-respect, bullying, cyber-bullying and stereotypes; • safety online; • being safe, including boundaries, privacy and how to recognise/report feeling unsafe	• respectful relationships, including respecting others, self-respect, bullying, cyber-bullying and stereotypes; • safe relationships, including laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation (FGM); • intimate sexual relationships and sexual health (factual knowledge).
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While there is no formal examination or assessment in this subject, a school-based approach to monitoring progress is used to ensure progression and appropriate feedback. Self-assessment is an important part of learning in Relationships & Sex Education and PSHE. Children continually reflect on their learning throughout the units and this is regularly encouraged and facilitated by teachers. The school places a high value on pupil voice and will take into account the opinions and comments of our children about what they would like to learn.

Staff delivering the Relationships curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning and children's work and training opportunities. An opportunity to debrief with the Deputy Head/DSL will be offered to key staff delivering the RSE curriculum on an annual basis.

Guest speakers

We may invite guest speakers into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupils' perceptions. A teacher will be present throughout any such session(s). Visitors will be given a copy of this policy and shall be expected to comply with the guidelines outlined within it, along with all safeguarding practices outlined by the school. Teachers are expected to fill in the required Visiting Speaker Forms.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Dealing with difficult questions

Staff training will, from time to time, include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Head of Science, Head of PSHE, a Pastoral Lead Teacher, or a member of SLT.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- an anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified
- technological resources that support anonymous responding in real-time discussion;
- making the classroom a zone of confidence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about sex and relationships.

4. Withdrawal from RSE

The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to read this policy. Parents can request access to resources and information being used in class, and the School will do everything it can to ensure that parents are comfortable with the education provided to their children in school. It is a statutory right of parents or carers to withdraw the children in their care from RSE. This excludes withdrawal from the elements of human growth and reproduction which fall under the National Curriculum for science.

Any parent wishing to withdraw their child from RSE should contact the Deputy Head who will arrange a meeting to discuss their concerns. RSE is a vital part of the school curriculum and supports child development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life. It is, however, acknowledged that the final decision on the issue is for the parent to take.

5. Complaints

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the school and follow the School's complaints policy.

6. Inclusion

Our Relationships Education is fully inclusive to meet the needs of all our pupils, including vulnerable pupils and those with additional needs. When planning curricula, the School considers that there will be many different personal experiences and stages of cognitive development within the classroom and that some pupils may have already been exposed to, or are at risk of being exposed to, some of the content being taught. Sensitive teaching styles are employed to ensure that pupils feel safe and supported in lessons and are therefore able to engage with the key messages.

Equal opportunities

RSE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the School's behaviour policy.

Pupils with special educational needs (*see also Section 6. Inclusion*)

The School works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff will differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE.

Staff will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods e.g. contraceptive card game
- use of expert guest speakers
- practical activities
- group and paired activities.

Lesbian, gay, bisexual and transgender (LGBT)

We understand the need to ensure the needs of all pupils are appropriately met and that pupils understand the importance of equality and respect. The school acknowledges the relevant provisions of the [Equality Act 2010](#) and [The Equality Act 2010: advice for schools](#), under which sexual orientation, gender identity and gender reassignment are amongst the protected characteristics.

Religion and belief

The religious background of all pupils is taken into account when planning teaching of RSE. The school acknowledges the relevant provisions of the [Equality Act 2010](#), under which religion or belief are amongst the protected characteristics. Teaching reflects the law, including the Equality Act 2010, as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

7. Safeguarding and confidentiality

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's child protection and safeguarding policy shall be followed. These can be found on our school website or on the school Google drive

Personal information about pupils who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, established processes for safeguarding should be followed, with information only be shared with the DSL (or Deputy DSL) as is outlined in the School's child protection and safeguarding policy. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the pupil to talk to their parents. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.
- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is

having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the DSL (or Deputy DSL) to decide what is in the best interest of the child.

8. Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, the RSE curriculum is reviewed yearly, and the School will inform parents of any revisions to the school policy or sex education curriculum.

9. Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Parents are invited to meet to discuss resources and content at any time.