



Tywardreath  
School

# Relationships and Sex Education Policy

November 2023

To be reviewed: November 2025

## CONTENTS

1.	Introduction
2.	Aims
3.	Statutory requirement
4.	Definition
5.	Curriculum
6.	Delivery of RSE
7.	Roles and responsibilities
8.	Parent's right to withdraw
9.	Training and development
10.	Monitoring arrangements
11.	Appendix 1 Curriculum map
12.	Appendix 2. By the end of Primary school pupils should know
13.	Appendix 3. Parent form: withdrawal from sex education within RSE
14.	Appendix 4. Promoting positive discussion and learning in the classroom

## **1.Introduction**

Tywardreath School (the Academy) is a fully inclusive academy in Cornwall. It is part of TPAT, a multiacademy trust set up to raise the standards of education throughout Cornwall. The Academy's aim is to provide the best education for our children; one that recognises their individual needs and supports them to achieve the very best from their education; praising and challenging; building confidence, self-worth and life skills and equipping them for their secondary education and life beyond the academy.

## **2. Aims**

The aims of relationships and sex education (RSE) at our school are to:

- o Provide a framework in which sensitive discussions can take place with clear parameters for behaviour.
- o Provide pupils with a good understanding the nature of human relationships.
- o Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- o Help pupils develop feelings of self-respect, confidence and empathy.
- o Create a positive culture around issues of sexuality and relationships.
- o Teach pupils the correct vocabulary to describe themselves and their bodies.

At Tywardreath School, RSE has three main elements, all of which are important for a balanced programme:

### **Attitudes and values**

- o learning the importance of values and individual conscience and moral considerations.
- o learning the value of family life and stable and loving relationships for the nurture of children.
- o learning the value of respect, love and care.

- o exploring, considering and understanding moral dilemmas.
- o developing critical thinking as part of decision-making. Personal and social skills .
- o learning to manage emotions and relationships confidently and sensitively.
- o developing self-respect and empathy for others.
- o learning to make choices based on an understanding of difference and with an absence of prejudice.
- o developing an appreciation of the consequences of choices made.
- o managing conflict.
- o learning how to recognize and avoid exploitation and abuse.

### **Knowledge and understanding**

- o learning and understanding physical development at appropriate stages.
- o understanding human sexuality, reproduction, emotions and relationships.

### **Equal opportunities**

Tywardreath School is committed to the provision of RSE to all of its pupils. Its programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

## **3. Statutory Requirements**

As a primary academy we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Tywardreath School we teach RSE as set out in this policy.

#### **4. Definition**

RSE is about the physical, emotional, social and moral development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

#### **5. Curriculum**

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parent representatives, pupils and staff; taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- o Preparing boys and girls for the changes that adolescence brings
- o How a baby is conceived and born

#### **6. Delivery of RSE**

At Tywardreath School RSE is taught within our Personal, Social and Health Education curriculum (PSHE). This is delivered using Lifewise which presents the materials in an appropriate, child friendly way. The biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- o Families and people who care for me.
- o Caring friendships
- o Respectful relationships

- o Online relationships

- o Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7. Roles and Responsibilities**

### **The governing board**

The governing board will approve the RSE policy and hold the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### **Staff**

Staff are responsible for:

- o Delivering RSE in a sensitive way

- o Modelling positive attitudes to RSE

- o Monitoring progress

- o Responding to the needs of individual pupils

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

Staff do not have the right to opt out of teaching RSE.

Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

All teachers in Tywardreath School have responsibility for teaching RSE.

### **Pupils**

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

### **Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

Parents do have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

## **9. Training and development**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the Headteacher through; planning and work scrutiny, learning walks & pupil conferencing.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher & staff every two years. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year A

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	Autumn 1	Respectful friendships, being a valuable individual	Lifewise Gentle hands gentle hearts
	Autumn 2	Being safe Families and people who care for me	Lifewise Taking good care of myself Managing feelings
	Spring 1	Caring friendships Families and people who take care of me	Lifewise Trusted adults Importance of sleep
	Spring 2	Being safe	Lifewise Fire safety Water safety
	Summer 1	Being safe Respectful relationships	Lifewise Follow my lead Making mistakes Road safety
	Summer 2	Respectful relationships Online relationships	Lifewise Sharing Technology safety
Year 1/2	Autumn 1	Being safe Respectful relationships	Lifewise 1. Being Happy x 2 2. Being Mindful x 2 3. First Aid and CPR x 2 4. What is Friendship
	Autumn 2	Being safe , families and people who care for me, caring friendships	Lifewise 1. Getting your sleep x 2 2. Hygiene and Me x 2



			3.Understanding Difficult Feelings x 2 4.Kind vs Unkind
	Spring 1	Respectful relationships Caring friends, families and people who care for me	<b>Lifewise</b> 1. <u>Trust</u> 2. <u>Communication</u> 3. <u>A Problem Shared is a Problem Halved</u>
	Spring 2	Respectful relationships Caring friends, families and people who care for me, being safe	<b>Lifewise</b> 1.What Makes A Family 2.My Growing Body 3. Respecting Others x 4. Water Safety
	Summer 1	Being Healthy, keeping safe, Respectful relationships Caring friends, families and people who care for me	<b>Lifewise</b> 1.Braving the Weather x 2 2.Emergency Services x 2 3.Food Safety and What Not to Eat x 2 4. Wildlife
	Summer 2	Being safe, Respectful relationships , caring friendships on-line relationships	<b>Lifewise</b> 1. Road Safety x 2 2. Safety Symbols x 2 <u>Signalling and Sign Language</u>
Year 3/4	Autumn 1	caring friendships, families and people who care for me, being safe	<b>Lifewise</b> 1.Personal Hygiene 2.Vaccinations and Diseases 3.Anger, Fear and Mindfulness 4.Anxiety, Stress and Mindfulness 5. Exercise 6. Safety with Household Meds 7.Change is Good
	Autumn 2	Being safe, respectful relationships , caring friendships, families and people who care for me, on-line relationships	<b>Lifewise</b> 1.My Body, Your Body Keeping Healthy 2.Self-Worth x 2 3.Self-Image x 2

			<p>4. Autism Different, Not Less</p> <p>5. Different Kinds of Friendships</p>
	Spring 1	respectful relationships , Being safe, caring friendships	<p><b>Lifewise</b></p> <ol style="list-style-type: none"> <li>1. Power of words STOP</li> <li>2. Social media Body confidence</li> <li>3. Gender</li> <li>4. Fairtrade</li> <li>5. Global warming</li> <li>6. Celebrating women in history</li> </ol>
	Spring 2	British values, respectful relationships, caring friendships, families and people who care for me	<p><b>Lifewise</b></p> <ol style="list-style-type: none"> <li>1. BV Democracy and Law x 2</li> <li>2. BV Culture and Liberty x 2</li> <li>3. Relationships with Others x 2</li> </ol>
	Summer 1	Caring friendships, respectful relationships, online safety, families and people who care for me	<p><b>Lifewise</b></p> <ol style="list-style-type: none"> <li>1. Helping Others to Get Help x 2</li> <li>2. Who Can We Trust x 2</li> <li>3. Staying Safe Online x 2</li> <li>4. Separation and Divorce</li> </ol>
	Summer 2	Being safe, respectful relationships , on-line relationships,	<p><b>Lifewise</b></p> <ol style="list-style-type: none"> <li>1. Growth Mindset x 2</li> <li>2. Sun Safety</li> <li>3. The World of Work Problem Solving and Time Management x 2</li> </ol>
Year 5/6	Autumn1	being safe, caring friendships, drugs awareness, respectful relationships, British Values	<p><b>Lifewise</b></p> <ol style="list-style-type: none"> <li>1. Power of Words (Mouldy Rice)</li> <li>2. Alcohol, Smoking, Vaping</li> <li>3. Drugs and Illegal Drugs x2</li> <li>4. BV – Laws and Parliament</li> </ol> <p>Stay Safe Workshops</p>

	Autumn 2	Being safe, families and people who care for me, respectful relationships	<b>Lifewise</b> 1.Communicating Effectively x2 2. Borrowing Money x2 3. Power of Negotiation x2
	Spring 1	Respectful relationships, being safe, caring friendships, on-line relationships, on-line safety	<b>Lifewise</b> 1.Austism – Neuro-divergence 2. Social Media Tik Tok 3. Nutritional Values x2
	Spring 2	British Values, Families and people who care for me, respectful relationships, caring friendships, Preparing to play an active role as citizens	<b>Lifewise</b> 1. Homophobic Language in Schools 2. Supporting the Community x2 3. BV Law Makers and Activists 4. Global Warming – Issues and Prevention
	Summer 1	Online safety, being safe, families and people who care for me	<b>Lifewise</b> 1.My Body Changes x2 2.Self-Perception x2 3.Law x2 <b>First Aid (Y5 during Enrichment Week)</b>
	Summer 2	Families and people who care for me, caring friendships, preparing for transition	<b>Lifewise</b> 1. What is Marriage? 2. Learning Part 1 3. The Digital World 4. Feeling Anxious x2 5. Organisation of Life Transition

YEAR B

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	Autumn 1	Respectful friendships, being a valuable individual	
	Autumn 2	Emotions, Getting on and falling out	
	Spring 1	Good to be me, celebrating differences	
	Spring 2	What makes a good friend, looking after our planet	
	Summer 1	Healthy eating, physical health and fitness, looking after myself, looking after plants	
	Summer 2	Changes and emotions, transition, winning and losing, taking part	
Year 1/2	Autumn 1	Respecting our environment Citizenship 2a,b,c,d Families who care for me, being safe	Lifewise- 1. Forest Survival 2. Happiness 3. It's Okay to Not be Okay
	Autumn 2	Respectful relationships on-line relationships Families who care for me, caring friendships	Lifewise Feeling Sad 1. Dealing with Loss 2. Personal Goal Setting
	Spring 1	Being safe , Families who care for me, caring friendships	Lifewise 1. The Art of Failure 2. Fight or Flight 3. Relaxation
	Spring 2	Being safe , Families who care for me, caring friendships,	Lifewise 1. My Body is Growing 2. Fire Safety 3. Medicines and Drugs
	Summer 1	Respectful relationships, Being safe	Lifewise 1. Desert Island 2. Navigation 3. Environment

	Summer 2	Community Project e.g. farmers market On-line relationships	Lifewise 1. Wildlife 2. Protecting our Planet Cyber Safety
Year 3/4	Autumn 1	Respectful relationships, families and people who care for me, caring friendships	Lifewise 1. Respect 2. Problem Solving and Resourcefulness 3. Leadership
	Autumn 2	On-line relationships, Families and people who care for me, respectful relationships, being safe, caring friendships	Lifewise 1. Impact of Bullying and Discrimination 2. Keeping My Body Safe Being Responsible
	Spring 1	Healthy lifestyles, Families and people who care for me	Life wise 1. A Balanced Diet – Healthy Eating 2. The Importance of Physical Activity
	Spring 2	On-line relationships, Families and people who care for me, being safe, caring friendships	Lifewise 1. Where Does My Food Come From? 2. Sleep 3. Screen Time
	Summer 1	Families and people who care for me, being safe, caring friendships	Lifewise 1. Family Relationships 2. Government and Rules Freedom in Beliefs
	Summerc2	Being safe, caring friendships, respectful relationships	Lifewise 1. It's Okay Not to Be Okay

			<ul style="list-style-type: none"> <li>2. The Art of Failure</li> <li>3. Relaxing to Re-Charge</li> </ul>
Year 5/6	Autumn1	On-line relationships, Families and people who care for me, respectful relationships, British Values	<p>Lifewise</p> <ul style="list-style-type: none"> <li>1. Recognising and Controlling Anger</li> <li>2. Celebrating Women in History – Forgotten Achievements</li> <li>3. Responsibility and Inspiration</li> <li>4. BV – Freedom of Speech and Movement</li> </ul> <p><b>Stay safe workshops</b></p>
	Autumn 2	Respectful relationships, Families and people who care for me, caring relationships,	<p>Lifewise</p> <ul style="list-style-type: none"> <li>Junk Food x2</li> <li>Respecting Others Boundaries +Beliefs</li> <li>Autism – Do Say, Don’t Say</li> <li>The Power of Words – Clean Up Your Speech</li> </ul>
	Spring 1	Preparing to play an active role as citizens, Respectful relationships, Families and people who care for me, caring relationships, online safety	<p>Lifewise</p> <ul style="list-style-type: none"> <li>Expressing Love Differently As We Grow</li> <li>Social Media – Being Confident</li> <li>Identity, Gender and Sexuality</li> <li>Consent</li> </ul>
	Spring 2	Respectful relationships, caring relationships, on-line relationships, being safe, drugs awareness, British Values	<p>Lifewise</p> <ul style="list-style-type: none"> <li>Caffeine – helpful or harmful?</li> <li>BV – Rights and Radicalisation</li> <li>My Amazing Body – (only video – Healthy Relationships)</li> </ul>
	Summer 1	On-line relationships, Families and people who care for me, respectful relationships, being safe, caring friendships	<p>Lifewise</p> <ul style="list-style-type: none"> <li>NHS x2</li> <li>The Government x2</li> <li>Dealing with Adversity x2</li> <li><b>First Aid (Y5 during Enrichment Week)</b></li> </ul>

	Summer 2	On-line relationships, Families and people who care for me, respectful relationships, being safe, caring friendships, preparing for transition, preparing to play an active role as citizens	<b>Lifewise</b> 1.Fairtrade: Same Boat, Different Storm Shirt Off Your Back 2.Learning Part 2 3.Ageism x2 4.Transition 5.Entrepreneurship, Enterprise and Business x2
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Appendix 2: By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>



Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. <ul style="list-style-type: none"> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul> </li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g., family, school and/or other sources</li> </ul>

Appendix 3: Parent form: withdrawal from sex education within RSE

To be completed by Parents/Carers			
Name of child		Class	
Name of parent/carer		Date	
Reasons for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/Carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	
SLT signature	

Appendix 4; Promoting positive discussion and learning in the classroom.

**Safe space, every time:**

Teachers will set clear parameters of what is appropriate or inappropriate behaviour during RSE lessons using ground rules and/or a group agreement.

This protects teachers and vulnerable pupils.

This agreement could include the following expectations;

- o Everyone has the right to be heard and respected.
- o Sensitivity and safe handling of questions.
- o Suggestion box
- o Question box
- o No one (teacher, pupil, visiting speaker) will have to answer personal questions. Pupils may need to be reminded of this.
- o No one will be forced to take part in discussions.
- o Commenting on what is said, not the person who said it
- o Sensitivity towards those with particular faith backgrounds.
- o Using correct names for body parts o Important questions are answered.
- o No sarcasm or put downs.
- o Confidentiality and safeguarding
- o Signposting for further help and support (trusted websites, pastoral teams, helplines).

**Dealing with questions raised by pupils:**

Teachers will create a way for pupils to ask questions anonymously during RSE sessions.

For example, they could introduce an “Ask it basket” for consideration later that day. That way, all pupils have an opportunity to ask difficult questions anonymously and teachers can have time to think about their response if the question is challenging to answer.

**Know your audience:**

Pupils who withdraw and do not wish to engage in the sessions still have the right to the information. There is a danger that they could find information that might not be correct or appropriate. It is important that there is time at the end for signposting, questions and for examples of links for useful information. Some children may be at higher risk and more vulnerable to exploitation and bullying, teachers will;

- o Support learning, tailoring it to their needs.

- o Build confidence and understanding.