

## Relationships and Sex Education Policy Whole School Policy including EYFS

*“Twickenham Preparatory School seeks to create a safe, caring and happy Christian environment in which all pupils are valued and can thrive personally, socially and academically.”*

Date Revised:	March 2022
Approval Body:	Board of Governors
Authorised by Chair of Governors:	
Date Approved:	15 <sup>th</sup> March 2022
Review Schedule:	Annually
Circulation:	Governors, all staff, pupils and parents

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## **1. Introduction**

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

At Twickenham Prep School (TPS) the teaching of these subjects is high quality, evidence-based and age-appropriate therefore enabling our pupils to prepare for the opportunities, responsibilities and experiences of adult life. The subject also enables the School to promote the spiritual, moral, social, cultural, emotional, mental and physical development of our pupils, both at school and in society.

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 Education compulsory for all pupils receiving primary education (Reception – Year 6) and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education (Years 7 & 8). Schools are also required to comply with relevant requirements of the Equality Act 2010 and section 80A of the Education Act 2002.

This policy should be read in conjunction with the Personal, Social, Health and Economic (PSHE) Policy, available on My School Portal (MSP) and the Reference Drive.

## **2. Relationships Education (RE)**

Relationships Education is taught to our pupils from Reception through to Year 6. Focus is placed on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendship, family relationships and relationships with other children and with adults.

### **2.1. RE Curriculum**

The main subject areas covered are:

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

See [Appendix 1](#) for further information regarding content of the RE provision.

### **2.2. RE Scheme of Works**

Relationships Education is embedded in the curriculum of the School's PSHE provision. It follows the guidance of the PSHE Association.

See the PSHE Policy for further details regarding the RE Scheme of Work.

### **2.3. Delivery of the RE Curriculum**

RE is delivered across the School through the following methods:

- Direct teaching via timetabled PSHE lessons
- Discrete curriculum time delivered by class teachers and tutors
- Through and in other subjects e.g. Computing, Religious Studies, Science and Physical Education
- Through assemblies
- Through pastoral care and guidance
- Informally by all adults in the School supporting the school ethos.

In Early Years Foundation Stage (EYFS) and KS1, RE is taught by class teachers and in KS2 by class teachers/tutors. The RE curriculum and learning is from time to time supported by external providers. External providers bring expertise to enrich the pupils' learning as part of the planned schemes of work. Learning objectives and outcomes are agreed in advance and teachers are present to manage the learning.

Further information regarding the delivery of the RE curriculum is available in the PSHE Policy.

### **2.4. Assessment**

TPS has the same high expectations of the quality of pupils' work in RE as for other curriculum areas. In Pre-Prep pupils are assessed informally. A baseline assessment activity is given at the beginning of a new topic and revisited at the end to allow teachers to assess outcomes and consider ways of strengthening the quality of provision. This information is also used to identify pupils requiring extra support.

Further information regarding the assessment of RE is available in the PSHE Policy.

### **2.5. Right to Withdraw**

There is no right for parents to withdraw their child from Relationships Education. The Headmaster will be available to discuss any aspect of the curriculum with parents if required.

## **3. Relationships & Sex Education (RSE)**

Relationships & Sex Education is taught to our pupils in Year 7 and Year 8. The aim of RSE is to give young people the information they need to help them develop healthy nurturing relationships of all kinds. It should enable 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.

It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils 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.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the

reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

### **3.1. RSE Curriculum**

The School continues to develop knowledge on topics specified in Relationships Education. The main subject areas covered are:

- Families
- Respectful relationships, including friendships
- Online and media
- Being Safe
- Intimate and sexual relationships, including sexual health.

See [Appendix 2](#) for further information regarding content of the RSE provision.

### **3.2. RSE Scheme of Work**

Relationships and Sexual Education is embedded in the curriculum of the School's PSHE provision. It follows the guidance of the PSHE Association.

See [Appendix 3](#) for information regarding the RSE scheme of work

### **3.3. Delivery of the RSE Curriculum**

RSE is delivered across the School through the following methods:

- Direct teaching via timetabled PSHE lessons
- Discrete curriculum time delivered by class teachers and tutors
- Through and in other subjects e.g. Computing, Religious Studies, Science and Physical Education
- Through assemblies
- Through pastoral care and guidance
- Informally by all adults in the School supporting the school ethos
- Through outside agencies (PSHE Association Quality Assured).

### **3.4. Assessment**

TPS has the same high expectations of the quality of pupils' work in RSE as for other curriculum areas. A baseline assessment activity is given at the beginning of a new topic and revisited at the end to allow teachers to assess outcomes and consider ways of strengthening the quality of provision. This information is also used to identify pupils requiring extra support. Self-assessment is also carefully employed as an integral part of the pupils' understanding of their self as they enter adolescence.

### **3.5. Right to Withdraw**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request the Headmaster will meet with parents to discuss and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Following this meeting and except in exceptional circumstances the

School will respect the parents' request to withdraw their child. The pupil will be excused until the request has been withdrawn, unless or to the extent that the Headmaster considers the pupil should not be so excused.

This process is the same for pupils with Special Educational Needs and Disabilities (SEND). However, there may be exceptional circumstances where the Headmaster may want to take a pupil's specific needs arising from their SEND into account when making this decision.

#### **4. Differentiation**

The School ensures that RE and RSE are accessible for all pupils and that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. Lessons are planned to allow pupils of differing abilities, including the most able, to be suitably challenged. Particular attention is made when teaching pupils with SEND. If required, content will be tailored to meet the needs of SEND pupils at different developmental stages.

## Appendix 1: Relationships Education Curriculum Content

By the end of Year 6 the following content will be covered within the curriculum

<p><b>Families and people who care for me</b></p>	<p>Details:</p> <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>
<p><b>Caring friendships</b></p>	<p>Details:</p> <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>
<p><b>Respectful relationships</b></p>	<p>Details:</p> <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</li> </ul>

	<p>show due respect to others, including those in positions of authority.</p> <ul style="list-style-type: none"> <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>
<b>Online relationships</b>	<p>Details:</p> <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>
<b>Being safe</b>	<p>Details:</p> <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.</li> <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> <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 2 : Relationships and Sex Education Curriculum Content

Year 7 and Year 8 will continue to develop knowledge on topics specified for primary and in addition cover the following age appropriate content by the end of Year 8. *(These areas will be further developed within secondary school).*

<p><b>Families</b></p>	<p>Details:</p> <ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships.</li> <li>• How these relationships might contribute to human happiness</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• The characteristics and legal status of other types of long-term relationships.</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
<p><b>Respectful relationships, including friendships</b></p>	<p>Details:</p> <ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</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 people in positions of authority and due tolerance of other people's beliefs.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> </ul>
<p><b>Online and media</b></p>	<p>Details:</p> <ul style="list-style-type: none"> <li>• Their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• What to do and where to get support to report material or manage issues online.</li> <li>• The impact of viewing harmful content.</li> </ul>

	<ul style="list-style-type: none"> <li>• How information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<p>Details:</p> <ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Details:</p> <ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests, and outlook, sex and friendship.</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual, and reproductive health and wellbeing.</li> <li>• The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for people and menopause.</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• The facts about the full range of contraceptive choices, efficacy, and options available.</li> <li>• The facts around pregnancy including miscarriage.</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
<b>Changing adolescent body</b>	<p>Details:</p> <ul style="list-style-type: none"> <li>• Key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• The main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>
<b>The Law</b>	<p>Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"> <li>• Marriage</li> <li>• consent, including the age of consent</li> <li>• violence against women and girls</li> <li>• online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.</li> <li>• sexuality</li> <li>• gender identity</li> <li>• female genital mutilation (FGM)</li> </ul>

### Appendix 3: Relationships and Sexual Education Scheme of Work Y7 & Y8

Year 7	Lesson Overview	Lesson Objective	Intended Learning Outcomes
Puberty	This lesson will develop a deeper understanding of the process of puberty for the purposes of developing into reproductively capable adults. It will support students to understand the changes they are going through and sources of support for those changes.	We are going to explore the emotional changes which take place during puberty, how they may affect our relationships and how to manage them.	By the end of this lesson students will be able to state the following: <ul style="list-style-type: none"> <li>I can describe the main physical and emotional changes experienced during puberty</li> <li>I can evaluate how emotional changes may affect my relationships during puberty</li> <li>I have strategies for managing the emotional changes experienced during puberty</li> </ul>
Healthy Relationships	This lesson will explore what healthy relationships should look like and will discuss how to establish healthy relationships. It will also discuss signs of unhealthy relationships and role play potential solutions to such relationships.	We are learning about the qualities of healthy and unhealthy relationships.	By the end of this lesson students will be able to state the following: <ul style="list-style-type: none"> <li>I can identify healthy and unhealthy relationship behaviours</li> <li>I can describe the consequences of different relationship communication styles</li> <li>I can demonstrate active listening and assertiveness skills</li> </ul>
Introducing Consent	The lesson explores what consent means and how you can recognise when another person is giving their consent. The main focus is on the fact that it is the person seeking consent who is responsible for ensuring that consent is given freely and that the other person has the capacity to give their consent.	We are learning about consent, what it means and what it should look like in practice.	By the end of this lesson students will be able to state the following: <ul style="list-style-type: none"> <li>I can explain what consent means, both legally and ethically, and why it is so important</li> <li>I can suggest signs of when someone is consenting and when they are not</li> <li>I can describe how consent is sought, given and not given in a healthy relationship</li> <li>I can give reasons why most young people do not have sex until after they have passed the age of consent</li> </ul>

Year 8	Lesson Overview	Lesson Objective	Intended Learning Outcomes
Relationship Values	This lesson will explore the principles of healthy relationships and enable students to practise managing difficulties in relationships.	We are learning to develop realistic and healthy relationship expectations.	By the end of this lesson students will be able to state the following: <ul style="list-style-type: none"> <li>• I can reflect on my values around relationships</li> <li>• I can identify when a relationship can be improved with effective communication or when the relationship is no-longer healthy and should be ended</li> <li>• I can suggest safe and constructive ways of ending a relationship</li> </ul>
Consent	This lesson explores how obtaining consent, in the true sense of the word, differs from language and behaviours that put pressure on, or coerce someone to do something they are not comfortable with, and considers the possible consequences.	We are learning about the impact of persuasion and pressure on consent and strategies to manage such persuasion.	By the end of this lesson students will be able to state the following: <ul style="list-style-type: none"> <li>• I can explain that no one has the right to intimidate someone into giving their 'consent' (as such an agreement is not consent) and that sexual activity following such a threat is illegal</li> <li>• I am able to explain how to ask someone for their consent without putting them under pressure</li> <li>• I can demonstrate understanding of a person's the right to say no and to have their decision respected; they do not have to justify it</li> </ul>
Introduction to Contraception	This lesson looks at basic information on contraceptives; what they are, how they are accessed and how to use them	We are learning about how and why different contraceptives are used.	By the end of this lesson students will be able to state the following: <ul style="list-style-type: none"> <li>• I can explain what is meant by contraception</li> <li>• I can explain how and why condoms are used</li> <li>• I can explain how and why the contraceptive pill is used</li> <li>• I can state where to get contraception from</li> </ul>

Year 8	Lesson Overview	Lesson Objective	Intended Learning Outcomes
Sexual Orientation and Gender Identity	This lesson explores the distinctions and key terminology regarding sexual orientation and gender identity. It aims to educate as well as challenge myths and stereotypes, leading to inclusive behaviour in school and the wider community.	We are learning to understand and respect the spectrum of gender identities and sexual orientations.	<p>By the end of this lesson students will be able to state the following:</p> <ul style="list-style-type: none"> <li>• I can explain the difference between sexual orientation and gender identity</li> <li>• I can identify and challenge discriminatory behaviour</li> </ul>