



# Relationships and Sex Education Policy

Written by: Samantha Lake (PSHE and Wellbeing subject leader)

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# Relationships and Sex Education Policy TPNS

## Relationships Education - Rationale

This policy covers our approach to Relationships Education; a statutory component of the PSHE and Citizenship curriculum from September 2025. It aims to set out the purpose of Relationships Education and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered.

We define Relationships Education as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

In line with legal requirements (Education Act 1996, Learning and Skills Act 2000) the PSHE coordinator and governors at Tavistock Community Primary School have overseen the production and development of a RSE policy which will be made available to parents on our school website and have deliver a RSE programme in addition to that which is part of the statutory Science Curriculum.

It was produced by Mrs Samantha Lake (PSHE subject leader)

In consultation with The Headteacher – Emma Byrom and School Governors

On 30<sup>th</sup> September 2025

To be reviewed: September 2027

## Purpose and Principles

At our school, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum.

## Objectives:

Through our comprehensive Relationships Education provision, we aim to provide all pupils with:

- the knowledge and understanding of a variety of relationships;
- the ability to identify any concerns they have about a relationship;
- coping strategies and an awareness of how and where to seek support;
- an understanding of their rights and responsibilities within a range of relationships;
- an awareness of the process of growing up and the changes they and others will experience;
- an understanding of the characteristics of positive relationships.
- an awareness of the importance of relationships and enable children to practice skills that will help them to build and maintain them.
- factual information on human reproduction and birth.
- the understanding to respect for difference and diversity.
- the knowledge of the physical and emotional changes associated with puberty.
- positive and open views of sex and sexuality and support sexual self-acceptance.
- knowing who can support them and how to access this support
- the ability to work in partnership with, and support the role of, parents.

- how to model positive relationships throughout the school.
- the tools and knowledge to actively challenge stereotypes, prejudice and sexual exploitation and give children the skills to critically analyse media messages.
- the opportunity to develop and practice decision-making skills with regard to the range of possible consequences.
- skills to promote, and encourage children to make healthy lifestyle choices.
- the use of agreed terminology to discuss sexual body parts throughout the school.
- an understanding that everyone has a right to express their views and be listened to.
- an understanding that everyone in the school should behave in a way that shows care, consideration and respect for themselves, other people and things, and the environment.
- an understanding that all members of the school community are equally valued.
- the knowledge that all disputes and disagreements will be resolved peacefully.
- the knowledge that diversity of individuals, families and relationships will be accepted and celebrated.
- the knowledge that love, commitment, trust, loyalty, respect are important attributes needed in close relationships

## Statutory Regulations

From September 2025, all primary schools must deliver Relationships Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Documents that inform the school's Relationships Education Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

## Roles and Responsibilities

The Relationships Education programme in our school will be led by Samantha Lake

The school governor representative responsible for the Relationships Education programme is ????

All staff members involved in teaching and supporting the Relationships Education curriculum will be trained and supported by Samantha Lake

### **The PSHE Coordinator has the following responsibilities:**

- To lead the bi-annual review of the RSE policy.
- To ensure that resources used are relevant and appropriate to the needs of the children.
- To lead on the evaluation of the RSE policy and programme.
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective RSE

### **The Governors have the following responsibilities:**

- To ensure that an up-to-date RSE policy is in place and is made available to parents and for inspection.
- To ensure that the RSE policy and curriculum are in line with the DfEE RSE Guidance 2025.
- To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation

### **Teachers have the following responsibilities:**

- To ensure that they, or anyone working in their classroom to deliver/support RSE, is doing so in line with the school's RSE policy, and other relevant school policies.
- To contribute to the evaluation of the programme.
- Assessing children's progress against the agreed learning outcomes.
- Communicating the year group content with parents via the school newsletter /school website

### **Working with Parents/Carers:**

- We recognise that parents/carers are key partners in our delivery of a comprehensive SRE programme for pupils at the school. The RSE we deliver is designed to support the important role of parents in this area.
- If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the Headteacher.
- Legally parents have the right to withdraw their children from RSE that takes place outside of national curriculum Science. Any parent wishing to take this course of action should send a letter to the Headteacher outlining their concerns. The parent will be asked if they would like to meet to discuss this further. We will do our best to address any worries that the parent may have. In the event of a parent still choosing to withdraw their child we will provide alternative PSHE work on a different topic.

## **Protected Characteristics**

Tavistock Primary School encourages respect for all regardless of gender and gender identity, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background or other personal circumstance. Within our provision of SRE we will ensure that resources used and teaching styles employed reflect and support the diversity of our pupils and wider society. All members of the school community will feel safe, valued and respected. Throughout the school there will be consistent challenging of homophobic attitudes, behaviour and language.

We recognise that children at the school come from a range of family backgrounds, these include: children whose parents are not married; children whose parents have divorced or separated; children in public care; children living with foster parents, grandparents, parents of different ethnicities, disabled parents, same - sex parents and single parents. We will endeavour to ensure that children see these family groupings and relationships represented and affirmed within the SRE curriculum and resources. Planning has taken account of the diverse needs of pupils and sessions will be differentiated as appropriate.

## **Our Relationships Education Curriculum**

Our inclusive Relationships curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Key Stage 1 and 2. It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum.

Our Relationships planning can be viewed within the school PSHE curriculum map

Learning in Relationships Education lessons will link to learning in PSHE and Science

Our lessons will be adapted where appropriate, ensuring all children are able to participate fully including any SEND needs. Children will be given the opportunity throughout the units of work to reflect on and evaluate their learning - assessment opportunities are built in to every lesson.

## **Delivering the Curriculum**

Our PSHE lessons are taught by staff who are trained in delivering the specific content of the lessons. Ground rules will be established in class and children reminded of these. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content.

We aim to create and maintain a safe environment within which all children feel able to ask questions

and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

Each class also has the opportunity to ask questions either as a group or discreetly. This gives children the option to write down their questions and receive an answer on a one-to-one basis, rather than in front of the whole class. Distancing techniques will be employed in our Relationships Education, as with other areas of the PSHE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our Relationships Education curriculum through a variety of teaching methods and interactive activities. We will also continue and include from September 2025:

- Greater emphasis on online safety including harmful content, digital consent, privacy, and AI risks.
- Inclusion of personal safety education such as water, road, railway, and public space safety.
- Use of correct anatomical terminology for safeguarding and abuse prevention.
- Expanded coverage of mental health topics including grief, loss, loneliness, and emotional wellbeing.
- Inclusive representation of diverse families and identities.
- Encouragement of safe classroom environments and distancing techniques.
- Support for teacher agency and professional judgement in curriculum delivery.
- Promotion of CPD and training for staff on new statutory content.

## Assessment, Monitoring and Reporting

Self-assessment is an important part of learning in Relationships Education and PSHE. Children will reflect on their learning throughout the units. We highly value 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.

Comments on children's learning and progress in Relationships Education, as part of their learning in PSHE, will be reported to parents and carers through our school newsletter and on the school website.

## Safeguarding Children, Confidentiality and Child Protection

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding leads.

Designated Safeguarding leads within our school: Emma Byrom (Headteacher), Nicola Collette (Deputy Head), Karen Wright (Admin Manager) and Alice Thompson (SENDco)

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

All staff members at Tavistock Community Primary have a duty to safeguard the well-being of children. We recognise that the open discussion associated with PSHE/RSE may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue. In these situations, the teacher will consult the school's designated safeguarding lead (listed above). They will then work in line with the relevant school policies in terms of any further action that may be taken. This includes the mandatory reporting duty regarding Female Genital Mutilation (FGM). Staff should use safeguarding procedures if they suspect a child is

at risk and should personally report to the police, cases where they discover an act of FGM appears to have been carried out. FGM is illegal under the FGM Act 2003 and is a form of child abuse. Under Section 5B of the 2003 Act (as inserted by Section 74 of the Serious Crime Act 2015) a mandatory reporting duty was introduced for Teachers to report 'known' cases of FGM from 31st October 2015 – please see the Child Protection Policy for more information.

We use group agreements within PSHE/RSE sessions in order to ensure that children are aware that teachers cannot offer complete confidentiality in all instances.

Where a staff member has to disclose information to another party, this will be done following discussion with the pupil if this is possible and appropriate. Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of individuals.

For more detailed information on the processes for child protection please consult the school's Child Protection and Safeguarding policies which are available on the school website.

From September 2025 TPNS will also implement the following areas in our safeguarding training and procedures:

- Highlighting risks from misogyny, incel culture, and pornography.
- Reinforcement of mandatory reporting duties, especially around FGM and online abuse.
- Clarification of staff responsibilities in managing disclosures and safeguarding.

## **Provision for young women's menstruation needs**

Sanitary disposal units are available in the staff and in one cubicle in the pupils' toilets (Opposite art resource room) for Key Stage 2. All female pupils from Year 5 upwards and their parents are informed that sanitary protection and spare underwear can be obtained from the School Office in the event of a pupil starting menstruation when at school. Supplies are kept within school to deal with emergencies. However, parents are expected to send pupils to school with adequate sanitary protection for the day and these can be kept in a private agreed place.

Both male and female pupils are educated about periods through the RSE curriculum to encourage empathy and understanding.

## **Information for Staff and Pupils on local support services**

It is hoped that pupils will feel able to approach parents or staff with any concerns or worries that they may have regarding sex and relationships. School staff will always encourage pupils to discuss issues with parents. However, we recognise that some pupils may feel more comfortable accessing other agencies/sources of information. Therefore, the school provides a notice board in the reception area displaying telephone numbers and web addresses of appropriate sources of confidential support.

Through the comprehensive PSHE curriculum pupils are provided with the knowledge and are able to practice skills to enable them to seek appropriate help and support.

## **Parental Engagement**

- At TPNS we want to ensure transparency: parents can view all curriculum materials.
- The school will continue to deliver reaffirmation of the right to withdraw from sex education outside the science curriculum.

## Links to other relevant policies

The RSE policy links to the following school policies:

- Equality
- PSHE
- Child Protection
- Drugs Education
- Special Educational Needs
- Safeguarding

## Reviewing the Policy

This policy will be reviewed on a bi-annual basis by Samantha Lake (PSHE Subject leader)

This will ensure that information is accurate and up-to-date and that the views of all staff, governors and TPNS community are heard and considered regularly.

## Summary of Changes to RSE Policy for 2025 - Tavistock Primary and Nursery School

This summary outlines the key updates made to the Relationships and Sex Education (RSE) Policy in line with the July 2025 Department for Education (DfE) statutory guidance. These changes will be fully implemented by September 2026.

### Key Updates from the 2025 Guidance:

- **Greater emphasis on online safety**, including harmful content, misogyny, and digital literacy.
- **Inclusion of personal safety education** (e.g. water, road, and railway safety).
- **Correct terminology for body parts**, including genitalia, to support safeguarding.
- **Recognition of diverse family structures** and inclusive representation.
- **Stronger focus on mental health**, grief, loss, and loneliness.
- **Parental transparency** and right to view all curriculum materials.
- **Teacher agency** and professional judgement in curriculum delivery.
- **Safeguarding risks linked to technology**, including AI-generated content and financial exploitation.

### Curriculum Content Updates

- Greater emphasis on online safety including harmful content, digital consent, privacy, and AI risks.
- Inclusion of personal safety education such as water, road, railway, and public space safety.
- Use of correct anatomical terminology for safeguarding and abuse prevention.
- Expanded coverage of mental health topics including grief, loss, loneliness, and emotional wellbeing.
- Inclusive representation of diverse families and identities.

### Safeguarding and Confidentiality

- Highlighting risks from misogyny, incel culture, and pornography.
- Reinforcement of mandatory reporting duties, especially around FGM and online abuse.
- Clarification of staff responsibilities in managing disclosures and safeguarding.

### Parental Engagement

- Ensuring transparency: parents can view all curriculum materials.
- Reaffirmation of the right to withdraw from sex education outside the science curriculum.

## Teaching and Delivery

- Encouragement of safe classroom environments and distancing techniques.
- Support for teacher agency and professional judgement in curriculum delivery.
- Promotion of CPD and training for staff on new statutory content.

## Monitoring and Evaluation Plan

To ensure the effectiveness and relevance of the RSE curriculum, Tavistock Primary and Nursery School will implement a robust monitoring and evaluation plan. This includes:

- Regular feedback from pupils through surveys and discussions.
- Staff reflection and peer review of lesson delivery.
- Monitoring of planning and pupil work.
- Annual review meetings with the PSHE coordinator and safeguarding leads.
- Inclusion of pupil voice in curriculum development.
- Reporting outcomes to governors and incorporating their feedback.