



Trimley St Mary Primary School

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Signed by:

Phil Murray

Deputy
Headteacher/RSE
subject lead

Date: June 2025

C. Scott

Chair of governors

Date: June 2025

TRIMLEY ST MARY PRIMARY SCHOOL

Relationship and Sex Education Policy

School Context

Trimley St Mary Primary School is an urban school situated in the centre of Trimley St Mary. The area does have a teenage pregnancy rate which is above the national average and therefore an area of concern. Please refer to 'Public Health England' data.

The school's catchment area consists of homeowners and local authority housing, most families are from a white British background and a growing minority from other racially diverse backgrounds. The Policy fully embraces pupils of all cultural backgrounds and includes materials suitable to their beliefs and age.

Introduction

We are aware at our school that young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, emotional, moral and social lives in a positive way. Here we outline our relationship and sex education (RSE) policy and the purpose of delivery in our school.

The purpose and aims of RSHE in our school

The aims of RSE at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene, whilst also preparing students for the changes that occur to their bodies, minds and emotions.
- Help students develop feelings of self-respect, confidence and empathy. To understand that love and care is required in relationships.
- Create a positive culture around issues of sexuality and relationships and enable our students to better understand the nature of relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- To know about the risks of being online and how to stay safe.
- To know and understand about human reproduction, whilst using the correct terminology to describe male and female reproductive organs.
- To know where and how to seek information and advice when they need help.

- To be able to recognise when something is risky or unsafe.
- To support all young people to stay safe and prepare for life in modern Britain.

The vision for safe and effective RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). There are a number of cross curricular links for RSE.

As a school our RSE programme focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate relationships
- 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).

How is this underpinned?

As a primary school we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

At our school we teach RSE as set out in this policy.

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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in Academies.

What outcomes do you intend?

- RSE is about the understanding of the importance of a stable and loving relationship.
- RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information and exploring issues and values.

- Our curriculum is also designed to support children growing up in an increasingly complex and digital world.
- We aim to support children to make the right decisions and keep themselves safe and happy.
- **RSE is not about the promotion of sexual activity.**

Roles & Responsibilities:

Governors will:

- Ensure all pupils make progress in achieving the expected educational outcomes
- Ensure the curriculum is well led, effectively managed and well planned
- Evaluate the quality of provision through regular and effective self-evaluation
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND
- Provide clear information for parents on subject content and their rights to request that their children are withdrawn
- Ensure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

The Coheadteachers will:

- Oversee the overall implementation of this policy
- Ensure staff are suitably trained to deliver the subjects
- Ensure that parents are fully informed of this policy
- Review requests from parents to withdraw their children from the subjects
- Discuss requests for withdrawal with parents
- Organise alternative education for pupils, where necessary, that is appropriate and purposeful
- Report to the governing board on the effectiveness of this policy
- Inform parents of any policies for LGBTQ+ where appropriate (i.e Please refer to our Equality Information and Objectives Policy)

Class teachers will:

- Deliver a high-quality and age-appropriate curriculum in line with statutory requirements
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensure they do not express personal views or beliefs when delivering the programme
- Model positive attitudes to relationships, health and sex education.
- Respond to any safeguarding concerns in line with the Safeguarding and Child Protection policy
- Act in accordance with planning, monitoring and assessment requirements for the subjects
- Liaise with the SENCO to identify and respond to individual needs of pupils with SEND
- Work with the Senior Leadership Team and curriculum leaders to evaluate the quality of provision

Parents/carers will:

- Support school staff to shape the curriculum for relationships, health and sex education
- Communicate openly and constructively with school staff regarding relationships, health and sex education

- Attend, or contribute to, any consultation or information sessions regarding the delivery of relationships, health and sex education

Legislation: Right to withdraw

- Where schools provide sex education at key stages 1 and 2, parents will have the right to withdraw their child from sex education but not from statutory Relationships Education, Health Education or anything that is in the science curriculum.

Curriculum design:

- PSHE and RSE is taught regularly in every year group, with use of Coram Life Education resources, supplemented by other relevant resources available, such as the books which incorporate diversity and equality. The half-termly units of work are roughly age and stage appropriate with teachers' discretion used to adapt lessons when required. All children will have opportunities to engage in Forest Schools' activities to foster healthy social relationships and mental well-being. Our whole school ethos promotes positive playtimes with opportunities for children to be socially engaged and physically active at break times. Children have the opportunity to engage in small world imaginative play. They have access to outdoor gym equipment, climbing apparatus, use of games equipment, a large field and games equipment.

In all classes, besides teaching the growing and changing unit in the science curriculum, teachers will use and plan lessons from the half-termly units of work on:

- 'Me and My Relationships' includes feelings/emotions/conflict resolution/friendships.
- 'Keeping Myself Safe' includes aspects of relationships education
- 'Growing and Changing' includes RSE related issues.

Assessment

After each unit of work, teachers will assess progress on our summative assessment grids incorporating whether children have developed a 'basic', 'advancing' or 'deep' understanding of learning objectives.

Inclusivity and Equality of Opportunity

In the teaching of RSE, as with all classroom practice and pedagogy, our school takes into account the needs of our school community; pupils' ability, age, readiness, cultural backgrounds, religious beliefs, family situations, Special Educational Needs, gender identity and sexual orientation. Through conversation and consultation with our student body, we are aware of the specific needs of our students. Our RSE programme will ensure that all students can access our RSE provision. We recognise the right for all students to have access to factually correct, age appropriate and relevant RSE and staff will identify students with additional needs (SEN, EAL, individual needs) who could benefit from a small group or bespoke approach to sensitive and challenging areas of the relationships and sex education programme.

We promote diversity and inclusion and consider all pupils' needs by using materials, which are inclusive of race, age, gender identity and sexual orientation to ensure that all parts of our school

community are recognised. We use RSE as a way to further address diversity issues, to challenge prejudice and to promote acceptance and equality for all. We aim for pupils to better understand their own bodies, instincts and feelings and therefore have a happy acceptance of their own sexual orientation (and/or gender/gender identity), giving them a positive sense of personal identity, value and esteem.

It is our policy all children learn all aspects of Relationships and Sex Education sessions together, regardless of gender identity or sexual orientation.

Safe & effective practice:

High quality RSE is taught;

- by a member of teaching staff who is known to the pupils. In primary, preferably the class teacher.
- in a familiar and comfortable environment
- adhering to the school's agreed curriculum content which is age and stage appropriate
- using resources and teaching methods which have been approved by the PSHE lead and the SLT
- through a spiral curriculum which revisits previous learning and builds knowledge and understanding in gradual steps
- in a sequence of lessons which build knowledge and understanding at a gentle pace

Teachers ensure that the learning environment is safe by:

- setting clear ground rules which are to be adhered to by all staff and pupils present
- organising seating so that pupils do not feel threatened or embarrassed
- making provision for supporting pupils who may struggle to adhere to the ground rules or deal with the content of the lessons (this may include arranging for additional staff to support in the lesson or be on standby)
- ensuring that lessons are well prepared and that all staff present are clear about the level of content that will be covered - age and stage appropriate
- providing adequate lesson time for discussion, to answer questions, deal with misconceptions and ensure that the pupils have properly understood the content
- providing regular opportunities for pupils to ask questions in written form to avoid risk of embarrassment or judgement. This will also provide the teacher with time to assess whether the question fits within the age & stage requirements and decide how/whether the question should be answered
- giving scenarios for discussion which allow pupils to explore an issue without relating it to personal experience (de-personalisation)

Ground rules might include:

- allowing others to speak without interruption or judgement
- avoiding giving personal information or asking others to do so
- accepting that people will hold a range of views
- being respectful to everyone in the lesson at all times
- discussing and challenging viewpoints respectfully
- accepting that people will have a range of knowledge and understanding

De-personalisation techniques are used to;

- allow pupils to share and explore different aspects of RSE without fear of being judged or labelled
- allow pupils to consider issues that they have not had experience of
- support pupils to understand that all people are different and that not everyone feels the same way, lives the same lifestyle or will share the same experiences
- teach pupils that all issues which affect society, such as discrimination, are relevant to everyone

The teaching of sensitive and controversial issues must:

- not be avoided because they are difficult to teach
- be supported by the senior leadership team who will enable teachers to deliver the lessons safely and effectively
- be supported by relevant school staff who have been made aware when these issues will be being taught in order that any issues arising can be dealt with promptly and effectively
- be communicated to parents and carers well in advance so that they are aware of the broad content of lessons and also the period of time in which they will be taught

Safeguarding:

How will child protection, safeguarding and confidentiality protocols support this?

- Recognition that effective RSHE exploring appropriate actions in relationships can lead to disclosures from students requiring a safeguarding referral to DSL
- In event of a disclosure staff follow schools safeguarding referral procedure
- Prior to teaching of RSHE commencing, teachers consult with DSL to ensure relevant issues can be addressed and student needs met
- While ground rules within a classroom may require students to keep lesson content confidential, this does not extend to staff, who must not promise confidentiality in the event of a disclosure
- Staff are trained in and have knowledge of specific safeguarding issues including Prevent and FGM and their professional responsibilities pertaining to these

Visitors/outside agencies - how will they be informed about safeguarding and the whole school approach?

- There may be times when a suitably trained and/or experienced visitor may be invited to speak to students and contribute to the delivery of RSHE. Visitors should be sent/be familiar with relevant policies in advance and content of the session discussed and agreed, with resources checked in advance. Visitors should ideally be DBS certified and all visitors must be supervised by a member of staff at all times. Visitors should not be left alone with a child/children.

Protocols to support those at risk/vulnerable:

- DSL will decide most appropriate course of action following any safeguarding referral
- Teachers will ensure all students receive age appropriate RSHE
- Further places of support will be signposted in lessons

Engaging stakeholders:

- As part of our school ethos, we recognise that parents/ carers are childrens' first educators and our school curriculum is to support this. All relevant information (policy updates/ content/ information about age/ stage concepts are taught) are shared via parentmail or letters and policies are shared on our school website.
- Year 6 parents/carers are invited into school to view teaching resources prior to the teaching of RSE in the Summer term.
- Parents can contact class teachers or, Headteachers if help/ advice should be needed.
- Parents may follow up RSHE at home by reading books with their children and answering questions at an age appropriate time, in an open and honest way.

Mr P. Murray

PSHE/RSE subject lead

May 2025

Please refer to the statutory government guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf