



LAURUS
TRUST

Relationships and Sex Education (RSE) Policy (Primaryes)

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Ethos, rationale and definitions

In our Laurus primaries, we consider Personal Social Health Education (PSHE) and the Spiritual, Moral, Social and Cultural development of our pupils to be a priority. The Laurus Primary PSHE curriculum aims to develop the knowledge, skills and attributes children need to protect and enhance their wellbeing and to independently thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging. Our aim is to ensure that the Convention on the Rights of the Child, along with the British values (democracy, rule of law, mutual respect and tolerance and individual liberty) underpin all that we do in our Primary settings.

We recognise that, as a school, we have a responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. The law requires that Relationships and Sex Education (RSE) is to be taught in all primary schools in England. Primary schools are also required to teach the elements of sex education contained in the Science curriculum, and Health Education will also be mandatory in all Government-funded schools, which includes content on puberty.

The [DfE Guidance 2019](#) recommends that all primary schools 'have a sex education programme tailored to the age and physical and emotional maturity of the pupils'. However, 'Sex Education is not compulsory in primary schools' (p23). Schools are to determine the content of sex education at primary school: sex education should ensure that both boys and girls are prepared for the changes that adolescence brings and -drawing on knowledge of the human life cycle set out in the national curriculum for Science- how a baby is conceived and born.' (p.23).

Our policy is underpinned by the entire United Nations Convention on the Rights of the Child (UNCRC), including Article 2 (non-discrimination): The UN Convention applies to every child without discrimination, regardless of their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Under the Equality Act 201, we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We, as a school community, have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken (see appendix) and we believe this policy is in line with the Equality Act 2010.

What is Relationships and Sex Education?

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of pupils, 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. RSE is not about the promotion of sexual activity and is a powerful tool to safeguard children and young people.

Relationships Education in primary schools will cover: 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships' and 'Being safe'.

In our Laurus primaries, we believe children should understand the facts about human reproduction before they leave primary school, so that they are fully equipped for their studies at secondary school. We define Sex Education as understanding human reproduction. In Year 6, Lesson 4 'How a baby is made' incorporates elements of Sex Education and has been included to provide a comprehensive programme of Relationships and Sex Education (RSE), to safeguard pupils effectively and to provide a foundation for later learning on healthy intimate relationships. We conclude that sex education refers to Human Reproduction and therefore inform parents of the right to request their child to be withdrawn from this PSHE lesson which explicitly teaches this.

'Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

In our Laurus primaries, puberty is taught as a statutory requirement of Health Education and covered by our PSHE 8 year overview, in years 4, 5, and 6. Relevant puberty lessons are included from the quality assured Medway RSE scheme of work. Note that in the DfE statutory guidance, it states, 'puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset'. For this reason, the lesson plans on puberty are aimed at pupils in year 4 onwards, so they are prepared for the changes they and their peers will experience.

Curriculum design

Our RSE programme is an integral part of our whole school personal, social, health and economic education (PSHE) curriculum, with some biological aspects taught through the Science curriculum.

Laurus Trust Primary Schools follow the latest guidance from the National PSHE Association to ensure that materials and training support the teachers to teach the specific content in an age-appropriate and inclusive way through a sequenced, spiral programme that builds on prior learning as pupils progress through school (please see our Laurus Primary 8 year overview on the websites).

The Laurus Primary whole school approach to PSHE is thematic, with teachers covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year, with three topics per half term. Sometimes, as these are interconnected, there may be a mix of both RSE and Health references within one topic. It is important to us that we take into consideration the pupils' stage of development and needs, as well as the context of our schools and local communities. Lessons are adapted to be accessible to all pupils, including any with SEND.

The table below indicates the relevant statutory content we teach for Relationships, as outlined in the

Relationships	
Key Stage 1	Key Stage 2
Families and close positive relationships	
<p>R1: about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2: to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3: about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>
Friendships	
R6. about how people make friends and what	R10. about the importance of friendships;

<p>makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p>	<p>strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>
Managing hurtful behaviour and bullying	
<p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and</p>

	how to challenge it
Safe relationships	
<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>
Respecting self and others	
<p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R32. about respecting the differences and</p>

	<p>similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>
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We conclude that sex education refers to Human Reproduction. In Year 6, Lesson 4 'How a baby is made' incorporates elements of Sex Education and has been included to provide a comprehensive programme of Relationships and Sex Education (RSE), to safeguard pupils effectively and to provide a foundation for later learning on healthy intimate relationships. Therefore, we inform parents of the right to request their child to be withdrawn from this PSHE lesson which explicitly teaches this.

Safe and effective practice

Our RSE policy supports our schools' approach to safeguarding and is informed by the statutory guidance ['Keeping children safe in education'](#) and revelations in Ofsted's review of child-on-child abuse. All staff recognise that effective RSE can sometimes lead to a disclosure of a child protection issue and should a concern arise, they will adhere to our school Safeguarding procedures. Training will be provided for staff where necessary and they will receive support from appropriate outside agencies if applicable. Themes such as: what respectful behaviour looks like, body autonomy, gender roles, stereotyping and equality, body confidence, self-esteem, prejudiced behaviour and unwanted touch are tackled in age- appropriate and inclusive ways. Visitors/ external agencies supporting the delivery of RSE will be subject to DBS check and will follow the arrangements as set out by the schools' safeguarding policies.

Teachers should establish with pupils a clear objective and a set of ground rules and expectations, which set the parameters for discussion:

- To respect what all people say
- To listen to others
- To avoid asking personal questions or putting people 'on the spot'
- To avoid assumptions about other people
- To have the right to 'pass' if someone does not wish to comment
- To ask for support if necessary
- To acknowledge that questions will be answered in an age-appropriate manner

Engaging parents and other stakeholders

We work closely with parents, carers and governors to create an ethos that will ensure all pupils receive appropriate, accurate and honest answers to their questions about RSE. Our RSE policy is reviewed annually and our curriculum is evaluated with the contribution from parent and pupils. We share curriculum information via year group correspondence and our PSHE 8 year overview and policy are available on our websites. We wish to work closely and regularly with our Pupil Parliament to ensure we hear and include their views and opinions in this policy. We acknowledge and support Article 12 of the UNCRC: children should be encouraged to form and to express their views in any area that affects them.

Right to withdraw from Sex Education

The parental right to withdraw pupils from RSE remains in primary education, for aspects of sex education which are not part of the Science curriculum. In Year 6, Lesson 4 'How a baby is made' incorporates elements of Sex Education and therefore we inform parents of the right to withdraw their child from this lesson, should they so wish. There is no right to withdrawal from Relationships Education or Health Education.

Parents/carers wanting to exercise this right to withdraw are invited to write to the Head of School. Before doing so, parents are encouraged to view the teaching resources, to inform any decisions regarding withdrawing their child. Following a request to withdraw, the Head of School will explore their concerns and discuss any impact that such action may have on the child, including the possible negative feelings or experiences that may result.

Monitoring and Evaluation

The Head of School is responsible for the overall implementation of the school's RSE provision, with the PSHE subject leader monitoring daily implementation. The Local Governing Body Academy Committee monitor this policy on an annual basis. The link Governor for Relationships and Sex Education reports their monitoring outcomes and recommendations, to the full governing body, as necessary, if the policy needs modification. The Committee gives serious consideration to any comments from parents about the RSE programme and makes a record of the comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the schools' ethos. Pupil voice is influential in adapting and amending planned learning activities on a regular basis.

Roles and Responsibilities

The Academy Committee

The governing board has delegated the approval of this policy to the headteacher.

Head of School

The Head of School takes overall responsibility for the policy and its implementation, for liaison with the Local Governing Body Academy Committee, Parents/Carers, and appropriate outside agencies and for the appointment within the school of a PSHE Subject Leader, who will have responsibility for handling the daily implementation of this policy. The Head of School will ensure that all staff dealing with relationship and sex issues are adequately supported and trained and 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.

PSHE Lead

The PSHE Leader will liaise with the link Governor for Relationships and Sex Education.

- To review and plan the content and delivery of the programme of study for RSE.
- To monitor teaching and learning and provide support as needed.
- To review resources and renew as appropriate, engaging school community input as part of evaluation.
- To update training in line with national guidelines.

Staff

Staff are responsible for:

- Delivering RSE through safe and effective practice
- Modelling positive attitudes to RSE
- Monitoring progress and providing feedback to the PSHE lead
- Engagement with any school specific training
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
- Follow the [Laurus Safeguarding Policy](#) when dealing with any concerns, including if a pupil has demonstrated sexualised behaviour.

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 Head of School.

Pupils

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

Appendix - Equality Impact Statement

Names and title of people involved with this assessment	Rachel Robinson Assistant Trust Director of Inclusion
Impact assessment carried out with regard to identified characteristics	<input checked="" type="checkbox"/> Race <input checked="" type="checkbox"/> Disability <input checked="" type="checkbox"/> Sex <input checked="" type="checkbox"/> Age <input checked="" type="checkbox"/> Religious belief <input checked="" type="checkbox"/> Sexual Orientation <input checked="" type="checkbox"/> Gender Reassignment
Summary of any issue/proposed changes	PSHE content reduced to enable statutory information about RSE to be explicit. Overview of Relationships content included and safeguarding practices evaluated and amended. Subheadings updated
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