



LAURUS
TRUST

Relationships and Sex Education (RSE) Policy (Primaryes)

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1.What is Relationships and Sex Education (RSE)?

RSE involves learning about healthy relationships, different forms of commitment (including marriage, civil partnerships and cohabitation), relevant laws around relationships, consent and sexual health: this is for relationships both on and offline. Research shows that successful RSE works to delay the onset of sexual activity, meaning we can empower our pupils with the knowledge, strategies, skills, language and confidence to enable them to make safe and healthy choices when it comes to their relationships. This forms part of the Laurus Trust's approach to safeguarding our pupils.

RSE forms part of our provision to meet the national curriculum, including, but not limited to, science and computing, as well as an integral part of our whole school Personal, Social, Health and Economic (PSHE) education taught throughout school. In a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging, our aim is to equip our pupils with the knowledge and skills to keep them safe now, and in the future, both on and offline. In our primaries, The Laurus Trust defines relationships and sex as follows:

- **Relationship education** - friendships, relationships with peers, trusted adults, those in position of trust, as well as committed relationships (including within a marriage or civil partnership).
- **Sex education** - refers to Human Reproduction

2. Principles and Values

The Laurus Trust believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all young people regardless of background or circumstance.
- Encourage every pupil to grow and learn.
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model. It includes a variety of types of family structure, and acceptance of differences.
- Foster the values of love, respect, equality and caring for each other.
- Generate an atmosphere where questions and discussion on protective and preventative content can take place without any stigma or embarrassment.
- Recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals (e.g. the School Nurse team), social workers, peer educators and other mentors or advisers where necessary.

Relationships and Sex Education within Primary Schools in The Laurus Trust has three main elements:

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices;
- Learning the value of family life, stable and loving relationships, marriage and civil partnerships;
- Learning about the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision-making;
- Challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- Learning to manage emotions and all types of relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices with an absence of prejudice;
- Developing an understanding of the consequences of choices made;
- Managing conflict within relationships and about them;
- Empower pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

Knowledge and Understanding

- Learning about the experience of being a young person as a potential partner/parent;

- Laws relating to relationships, abuse, social media and harassment (both on and offline)
- Relationship boundaries and respectful, kind relationships
- Forced marriage
- FGM (female genital mutilation) **this is an optional lesson in Year 5*
- Artificial intelligence and distorted image of body image and relationships
- Self- respect
- Internet safety and harms
- Understanding of relevant religious teachings representative of our pupils' beliefs around RSE topics as well as signposting to a pupil's faith
- Stereotypes – individuals and relationships should be respected by all
- Understand when and how to report issues

3. Curriculum Design

Our curriculum is responsive to the emerging needs of our pupils, which is identified through pupil voice, local data, national data and current affairs as well relevant DFE guidance.

RSE is taught through the PSHE curriculum, which aims to be delivered weekly by class teachers. Teachers are trained regularly with guidance from the PSHE subject leads and the Trust Directors of Primary Curriculum.

Laurus Trust schools support staff to deliver RSE, ensuring our curriculum is age appropriate and a sequenced and spiral programme that builds on prior learning as pupils progress through The Laurus Trust.

To support our curriculum, we may use external providers (for example: the school nurse team, Stockport, Manchester and Cheshire East Council, NSPCC); we use our visitor protocol (see policy) to ensure our principles and values are upheld in their delivery.

Our pedagogical approach to RSE uses PSHE as a brave and safe space with ground rules such as distancing (so that personal issues aren't discussed, e.g. through use of scenarios to assess learning), mutual respect, and signposting.

Our resources build upon accredited resources through reliable organisations such as the PSHE Association, NSPCC and Childline.

Quality Assurance

RSE is monitored and evaluated by our senior leadership team, as well as PSHE subject leads, and our Trust Directors for Primary Curriculum and Trustees. This is through staff training, collaborative planning, learning walks, lesson observations, book scrutiny and staff and pupil voice.

4.Safe and effective practice

Teachers cannot offer unconditional confidentiality to any of their pupils.

Dealing with questions responsibly

If and when asked questions that arise in lessons that aren't part of the curriculum, the teachers will endeavour to support pupils with misconceptions or those that have a desire to search for the answer

on inappropriate websites or social media. Professional judgement would be used as to whether they answer the question in lesson in an age-appropriate way or as part of a wider safeguarding conversation.

This is complemented by our signposting in every PSHE lesson, where pupils learn appropriate sources of help around RSE.

5. Inclusivity

Our RSE curriculum is inclusive of all learners. We use quality first teaching, as well as scaffolded resources to ensure our resources are accessible to ensure all pupils and are sensitive to their needs, our resources are personalised to ensure accessibility. Under the Equality Act (2010) we have a duty not to discriminate against people on the basis of their Protected Characteristics (in the context of RSE this includes disability, religion, race, sex, gender reassignment or sexual orientation). Some pupils are more vulnerable to exploitation due to the nature of their Protected Characteristic, therefore we may tailor content to meet individual needs to help keep our pupils safe.

In our primaries, we teach about all healthy and loving relationships in RSE, including same-sex parents. For pupils to develop respect, we teach about sexual orientation and gender identity as Protected Characteristics in Key Stage 2. Our curriculum is also sensitive to any members of the LGBTQ+ community (including parents and pupils).

6. Engaging parents and stakeholders

Successful PSHE, and therefore RSE, work in collaboration with parents and guardians, as such we hold awareness events and bespoke meetings to support this, as well as sending support home on how to talk to your children about RSE. Support is also available on our school websites through the curriculum tab at the top of the school website page then scroll down to personal development. All curriculum resources are available to view in school upon request: where this is not possible, schools will provide copies of materials for parents to take home, providing parents agree that they will not copy the content or share it further as authorised under copyright law.

This policy has been written in collaboration with Laurus' Trustees, which is part of our ongoing quality assurance of RSE.

Parental Consultation on this policy will happen every 3 years starting from 2026.

7. Right to be excused from sex education (right to withdraw)

There is no right to withdraw from relationships education. This is in line with the [DFE Statutory Guidance for RSE \(sections 16-23\): Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Some parents/carers prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex education programme except for those parts included in the statutory National Curriculum (i.e. Science lessons). 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.

Parents/carers are encouraged to discuss their decisions with staff at the earliest opportunity. Requests for withdrawal should be put in writing to the relevant Head of School. The request must include the following information:

- Name of child
- Class and Year group
- Name of person making the request
- Date of the request
- Reason for requesting withdrawal
- Any other information that the person making the request believes to be important

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. A meeting will then be set up for this to be discussed before the final plans are finalised.

The process is the same for pupils with SEND, however there may be exceptional circumstances where the Head of School may want to take a pupil's specific needs into consideration, when making this decision.

Equality Impact Statement

Names and titles of people involved with this assessment	Hayley Bowe & Natalie Turvey	
Impact assessment carried out with regard to identified characteristics	Race ☒ Disability ☒ Sex ☒ Age ☒ Religion & belief ☒ Sexual orientation ☒	
Summary of any issues/proposed changes		
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