

# Thomas Telford Multi Academy Trust

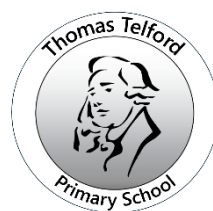


## RSE Policy

**Redhill Primary Academy**

**and**

**Thomas Telford Primary Free School**



Signed

A handwritten signature in black ink, appearing to read 'Dara Carroll'.

**Mr Dara Carroll**  
**Chair of Governors**  
**September 2025**

## **What Relationships and Sex Education should look like in Primary Schools**

The new proposed guidance, released by the Department for Education, 'Relationships Education, Relationships and Sex Education and Health Education' now requires all schools to teach Relationships and Sex Education (RSE) as compulsory. These legal expectations are required from September 2020.

Within this DFE Draft it is stated that, "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."

The Ofsted Report, entitled Sex Education (2002) suggests, "A caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs."

An Ofsted Report entitled 'Not yet good enough: personal, social health and economic education in schools' (2013) found the following issues in current practice across the country:

- Sex and relationships education requires improvement
- In primary schools, too much emphasis was placed on friendships and relationships, leaving pupils ill prepared for the physical and emotional changes during puberty, which many begin to experience during primary school.
- Lack of high quality age-appropriate sex and relationships education may leave children and young people vulnerable to inappropriate sexual behaviours and sexual exploitation as they have not been taught the appropriate language of developed the confidence to describe unwanted behaviours or know where to go for help.
- Pupils received lessons about staying safe but few had developed the skills to effectively apply their understanding, such as the assertiveness skills to stand up for themselves and negotiate their way through difficult situations
- Too many teachers lacked expertise and confidence in teaching sensitive and controversial issues – which resulted in lacking or sub-standard teaching of areas such as sexuality, mental health and domestic violence.

The DFE guidance states that, "In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, both on and offline. This will sit alongside the essential understanding of how to be healthy." It also explains that, "High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society."

As a result, the staff and governing body of our schools aim to ensure that all children are well-prepared for the world they face in the future – giving them the confidence, knowledge

and resources they need to be successful. This will be done by following a clear scheme of work, which is well-founded and balanced, and by ensuring staff are confident in delivering the scheme (*see section on whole school approach*).

## **Aims and Principles**

At the centre of our delivery of RSE in school, we aim to provide children with the following:

- A planned, age-appropriate scheme of work, which is integrated within the wider school curriculum and becomes part of the general ethos within school.
- An open and safe environment where children feel safe to express themselves, ask questions, take part in discussion and develop a strong sense of self-worth – promoting positive emotional and mental wellbeing.
- An understanding of the fundamental building blocks and characteristics of varied, positive relationships (friendships, family relationships, peers and other adults)
- A secure understanding of what a healthy relationship is – taking turns, treating others with kindness, consideration and respect, importance of honesty, concept of personal space/privacy, communication.
- The opportunity to encourage positive virtues – honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice.
- The skills necessary to keep themselves happy and safe, including online (addressing appropriate online behaviour).
- The confidence to challenge media stereotypes, prejudices and discrimination and promote equal opportunities.
- A curriculum which gives accurate and objective information and dispels some of the mixed messages children have received from a variety of resources – for example about family life, loving relationships and what is going to happen to their own bodies.
- An understanding of the variations in rates of growth and development and to provide reassurance that change is part of life's cycle.

## **Whole School Approach**

It is our belief that RSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and adhering to the 'Keeping Children Safe in Education' statutory guidance as well as the new Department for Education, 'Relationships Education, Relationships and Sex Education and Health Education' guidance.

Through CPD, staff will have a secure understanding of the curriculum they are required to cover and will be given the knowledge they need to allow them to be confident in responding to pupils' questions. When questions do arise, staff will respond using factual, simple and correct information using the correct terminology for body parts and functions appropriate to the age of the child. The Respect Yourself programme offers clear answers to

the most commonly asked questions, staff can refer to this to help them to answer questions which arise during sessions. To ensure that staff do not feel under pressure to answer difficult questions, each class will have a question box which will enable staff to reflect on the most appropriate way to respond to a question and on whether a whole class, small group or individual response is most appropriate.

If a staff member feels that something arising from a lesson raises a concern in terms of safeguarding – this will be referred to the DSLs who will decide on an appropriate course of action, recording on CPOMS where necessary.

Any use of homo/bi/transphobic language will be discussed with the pupils and, where appropriate, parents or carers. This will be done in line with the equality and behaviour policy. Please see the section on the 'Role of the Equality Act' section below.

### **Our Coverage**

As a school, we have made the decision to use the Respect Yourself programme for our focused RSE coverage. The DFE Guidance gives a clear outline of what children should know about relationships by the end of Primary School (see Appendix 1) and therefore our coverage needs to clearly cover these areas. The Respect Yourself programme has been written by Shropshire Council and was awarded the quality Kitemark standard for good practice by the PSHE Association. The programme was developed in partnership with several Shropshire Schools, their pupils and parents and is now used by many schools in the local area and beyond. This scheme of work is used alongside our JIGSAW programme – where children are taught about healthy relationships alongside elements such as power and control and love and loss. Alongside this, we use the NSPCC PANTS and 'Just a Joke' resources to ensure our Relationships coverage is comprehensive and explicitly covers issues such as consent, sexual harassment and sexting. To further prepare the children of Redhill for life in modern Britain, we also include the No Outsiders programme in our taught curriculum. Through this scheme, we are developing an understanding of the protected characteristics whilst promoting equality and diversity through an ethos of inclusion and tolerance.

Through the delivery of these schemes, we aim to provide a safe and secure learning environment in which children feel safe to express themselves, ask questions and develop their self-esteem. This is essential, as if young people feel positive and good about themselves – they are more likely to take care of themselves, think positively about others and therefore develop more secure, caring relationships as they grow up.

The Shropshire Respect Yourself scheme teaches children to understand and respect themselves and their bodies as part of a healthy lifestyle approach. The RSE topic covers three areas: Choices and Challenges, Changes and Care and Commitment. In year 5 and 6, there is a greater emphasis on the changes that occur in puberty. Year 6 follow the Shropshire RSE transition Programme which aims to support their ongoing emotional and physical development effectively, whilst encouraging better cross phase collaboration between Key Stages 2 and 3.

The RSE Lesson Outline Plan (Appendix 2) shows the lessons that will be covered in each year group, based on a combination of the Respect Yourself and JIGSAW programmes.

### **Transition to Secondary School**

One of the key points raised in the Ofsted Report entitled 'Not yet good enough: personal, social health and economic education in schools' (2013) was that children are not prepared for the changes adolescence brings. This is clearly covered by the Respect Yourself programme as it offers a curriculum which covers the transition from primary to secondary. Parents will be made aware of the detailed content of what will be taught and will have the opportunity to view resources and ask questions before the lessons begin.

### **Safeguarding and Child Protection Procedures**

Safeguarding is at the heart of RSE and plays a vital role in preventative education. Children must be taught about safeguarding, including peer on peer abuse, sexual harassment and sexual violence, how to stay safe online and how to identify potentially unsafe scenarios.

Children are protected from inappropriate content by the Respect Yourself and JIGSAW scheme - as the curriculum is graduated and age appropriate. Staff will use their professional judgement to decide what content is appropriate to be delivered as a whole class, what should be delivered as a small group and what needs to be discussed on a one-to-one basis.

The nature of RSE means that safeguarding disclosures may arise – all staff in school are confident in knowing how to handle any safeguarding disclosures, understand school procedures and know who the DSLs are.

### **The Role of the Equality Act**

Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against any pupils based on their age, sex, sexual orientation, race, disability, religion or belief (the protected characteristics). Our schools will ensure that, where there may be a disadvantage based on one of these protected characteristics, reasonable adjustments will be made. In addition, where there are pupils with special educational needs and disabilities – teaching will be differentiated and personalised to ensure it is accessible to all and taught at an appropriate level.

It is recommended within the new DFE guidance that LGBT specific content is integral within the programme of study. We will begin a review our LGBT coverage during the 2019-2020 academic year.

### **Home-School Role**

We, as a school, believe that part of our role as educators is to ensure that children are given the support they need in deciphering the information and messages they are exposed to through the TV, internet, films, music videos and things they might hear from friends and family.

However, parents have by far the most significant influence on their children and, as a result, our RSE programme needs to be delivered in partnership with parents. The curriculum we deliver will ensure pupils receive high-quality RSE provision which meets

statutory requirements whilst enhancing the messages and values installed in children by their parents.

The school will provide opportunities for parents to discuss the school's policy, as well as the finer details of the curriculum coverage and the resources that will be used – so that parents have a clear understanding of what will be taught and when. The DFE guidance states that, "Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum".

Parents do have a right to withdraw their children from parts of the RSE curriculum which do not form part of the science curriculum. If any parent wishes to do so, they must discuss their request with the headteacher – making it clear which aspect of the programme they do not wish their child to participate in. The head teacher will discuss the implications and likely consequences of withdrawal from the non-statutory part of the curriculum.

### **Further reading**

Not Yet Good Enough: personal, social, health and economic education in schools – Ofsted, May 2013

Relationships Education, Relationships and Sex Education and Health Education – Department of Education, Draft for Consultation July 2018

### **Appendix**

1 – DFE Guidelines

2 – RSE Lesson Outline Plan

## APPENDIX

### Appendix 1 – DFE Guidelines on End of Primary Expectations

#### ***Within the DFE draft it is explained what Primary School coverage of Sex Education should look like***

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education, Health and Puberty.

The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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. As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science. Schools will want to draw on the good practice for conversations with parents around the right to withdraw as set out in paragraphs 45 and 46. Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

***Within the DFE draft it is explained that by the end of Primary School, children's relationship education should cover***

Families and people who care for me:

- that families are important for children growing up because they can give love, security and stability.
- 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.
- 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 for them.
- 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.
- that marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships

- 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.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- 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 those in positions of authority.

- 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.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

#### Online Relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

#### Being Safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter who they do not know.
- how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
- where to get advice from e.g. family, school and/or other sources.

***Within the DFE draft it is explained that by the end of Primary School, children's physical health and mental wellbeing education should cover***

#### Mental Wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.

#### Internet Safety and Harms

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of balancing time spent on and offline and the impact of positive and negative content online on their own and others' mental wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

#### Physical Health and Fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
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#### Healthy eating

- what constitutes a healthy diet (including understanding calories, and nutritional content).
- the principles of planning and preparing a range of healthy meals.

- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health).

#### Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

#### Health and prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene, including visits to the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.
- about immunisations.

#### Basic first aid

- know how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

#### Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

## Appendix 2 – RSE Lesson Plan Outline

Pink - Care and Commitment

Green – Choices and Challenges

Blue – Changes

RSE - <b>Respect Yourself</b> (to be used alongside JIGSAW <b>Changing Me</b> where specified) - Summer 2						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
L1	Amazing Me <b>(RYP)</b>	Growing from Young to Old <b>Piece 1 JIGSAW</b>	Growing Up <b>(RYP)</b>	Life Cycles <b>(RYP)</b>	Puberty <b>(RYP)</b>	Overheard Conversations <b>(RYP)</b>
L2	Same But Different <b>(RYP)</b>	Changes <b>(RYP)</b>	Knowing our bodies <b>(RYP)</b>	Knowing our bodies <b>(RYP)</b>	Menstruation <b>(RYP)</b>	Valuing Ourselves <b>(RYP)</b>
L3	Animals and their babies <b>(RYP)</b>	Knowing our bodies <b>(RYP)</b>	Fact and Fiction <b>(RYP)</b>	Who and what helps? <b>(RYP)</b>	Reproduction <b>(RYP)</b>	Changes <b>(RYP)</b>
L4	Coping with Change <b>Piece 6 JIGSAW</b>	Assertiveness <b>Piece 5 JIGSAW</b>	Friendship <b>(RYP)</b>	<b>PANTS</b>	Pregnancy <b>(RYP)</b>	Puberty <b>(RYP)</b>
L5	The importance of Hygiene <b>(RYP)</b>	The importance of Hygiene <b>(RYP)</b>	<b>PANTS</b>		Healthy Choice Challenge <b>(RYP)</b>	Puberty <b>(RYP)</b>
L6	<b>PANTS</b>	<b>PANTS</b>			<b>PANTS</b>	Knowing Our Bodies <b>(RYP)</b>
L7						Knowing Our Bodies <b>(RYP)</b>
L8						<b>PANTS</b>