

TRANMERE PARK PRIMARY SCHOOL

RIDGE CLOSE
TRANMERE PARK
GUISELEY
LEEDS
WEST YORKSHIRE
LS20 8JJ

TELEPHONE: 01943 875050

FAX: 01943 871041

Email: secretary@tranmerepark.leeds.sch.uk



RSHE Policy

Adoption Date: September 2025

Review Date: September 2028

Tranmere Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Relationship Sex and Health Education Policy for Tranmere Park Primary School

Author: Helen Beestin

Date written: September 2025

Ethos

Tranmere Park takes its responsibility to provide relevant, effective and responsible RSE to all of its pupils as part of the school's personal, social, health, economic (PSHE) education curriculum very seriously. The school wants parents/carers and pupils to feel assured that RSE will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the RSE provision. 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. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

We also believe the child's mental health and wellbeing is of upmost importance to every member of our team and, through the teaching of RSE. We provide children with the support and awareness to deal with mental health issues to ensure children understand what they can do to help themselves and who they can talk to.

Context

We teach Relationships Education as part of our PSHE curriculum. Current regulations and guidance from the Department for Education (DfE) state that, from September 2026, all schools must deliver Relationships Education and RSE to help create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life.

The Statutory Guidance can be found at:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

[New RSHE guidance: what parents need to know – The Education Hub](#)

At Tranmere Park, we recognise that high-quality Relationships, Sex and Health Education (RSHE) is essential to pupils' personal development, wellbeing, and safety. RSHE supports children to develop the knowledge, skills, and attitudes they need to form positive relationships, manage emotions, stay healthy, and make informed decisions as they grow.

This policy sets out the school's approach to RSHE in line with statutory guidance and reflects our commitment to safeguarding, inclusion, and promoting pupils' physical and mental wellbeing.

This policy has been developed in accordance with:

- The Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE)
- Keeping Children Safe in Education
- The Equality Act 2010

In primary schools:

- Relationships Education is statutory
- Health and Wellbeing Education is statutory
- Sex Education is not statutory beyond the National Curriculum for Science

We are committed to the ongoing development of RSE in our school. We will use the following indicators to monitor and evaluate progress:

- By using a consistent approach in delivering the curriculum.
- By ensuring the content of the RSE curriculum is flexible and responsive to pupils' differing needs e.g. this can be dependent on the developmental stages and age of the cohort.
- By ensuring the children are receiving an entitlement curriculum for Relationships Education in line with DfE national statutory guidance and local guidance
- By ensuring the children are receiving an entitlement curriculum for Sex Education in line with national and local guidance
- Ensuring there are clearly identified learning objectives for all RSE activities and pupils' learning is assessed using both formative and summative approaches

- By providing opportunities for cross-curricular approaches are being used where appropriate
- Ensuring the curriculum develops the children's knowledge around current & real issues within society with will develop their awareness of risk and how to stay safe – water, rail, online safety, bullying
- Policy and practice is revised regularly and involves staff, governors, parents/carers and pupils
- Opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our RSE, for example, through parent/carer information sessions/workshops

A variety of methods are employed to communicate the key points of the policy and curriculum to the community e.g. through the school website

Definition

RSHE is made up of three interrelated components.

Relationships Education (Statutory)

Relationships Education supports pupils to develop healthy, respectful relationships. This includes learning about:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe, including boundaries, consent, and safeguarding in an age-appropriate way

Health and Wellbeing Education (Statutory)

Health Education supports pupils to understand how to maintain their physical and mental wellbeing. This includes:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

There is no right of withdrawal from Health Education.

Sex Education (Non-Statutory)

Sex Education, where taught beyond the statutory science curriculum, is:

- Carefully planned and age-appropriate
- Delivered sensitively and inclusively
- Clearly communicated to parents and carers

Additional sex education does not include explicit teaching about sexual activity. Parents and carers have the right to withdraw their child from non-statutory sex education.

RSHE in our school

Relationships Sex and Health Education:

- is a partnership between home and school
- ensures pupils' views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- helps pupils understand on and offline safety, consent, violence and exploitation
- is inclusive of difference: gender identity, sexual orientation, special educational needs and disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society which may differ to their own
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

RSHE is taught as part of the school's planned PSHE curriculum and is delivered regularly across the academic year. Lessons are taught by class teachers/teaching assistances and are timetabled within the school week, ensuring consistent and age-appropriate coverage for all pupils.

RSHE is delivered using the 1decision programme, which:

- Meets statutory Relationships and Health Education requirements
- Provides a progressive, story-led curriculum
- Supports curriculum sequencing and progression
- Includes teacher guidance and assessment opportunities

RSHE is taught regularly and reinforced through cross-curricular links, including:

- Science (statutory elements)
- Computing (online safety)
- Assemblies and whole-school themes

Teachers may adapt sequencing or revisit content in response to emerging pupil needs, such as safeguarding concerns or wellbeing issues.

Overall school aims for RSE

Our RSE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future. Our approach to RSE consists of a comprehensive and developmental programme of teaching and learning, which is delivered through a scheme called 1 Decision. Pupils are taught about building relationships, puberty and conception. We adapt teaching styles and resources to ensure all pupils are included and staff will liaise with parents to ensure the curriculum is accessible for all pupils. Across all key stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

Therefore, our RSE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.

Positive Relationships

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on. Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) We ensure care is taken so that there is no stigmatisation of children based on their home circumstances and needs and reflect sensitively

Online Relationships

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. Children will be made aware of how to stay safe online, giving pupils an awareness of the dangers of building relationships on line. When teaching relationships content, teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives.

Personal Developmental

In school we encourage the development and practice of resilience and other attributes, this includes such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside this, pupils understand the importance of self-respect and self-worth, and develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, curiosity, trustworthiness and a sense of justice. This is achieved in a variety of ways including by providing planned opportunities for young people to undertake active citizenship, residentials, school councils and charity.

Mental Wellbeing Relationships

This creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Safeguarding

Our curriculum addresses issues of keeping safe i.e. relationships boundaries, physical contact, privacy etc. Through Relationships Education (and RSE), our pupils gain the knowledge they need to recognise and to report behaviours which make them feel unsafe such as inappropriate touch, emotional abuse etc. By focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils are taught to know how to report concerns and seek advice when they suspect or know that something is wrong. We talk to the pupils about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach. This knowledge and awareness can support the safeguarding of children.

The department of Education has set out guidance on what children must learn by the end of Year 6 under a series of themes.

Statutory aspects of Relationships Education:

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.
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, kindness, generosity, 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, managing conflict, 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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 (in all contexts, including online) whom they do not know. - how to recognise and report feelings of being unsafe or feeling bad about any adult. - how to ask for advice or help for themselves or others, and to keep trying until they are heard. - how to report concerns or abuse, and the vocabulary and confidence needed to do so. - where to get advice e.g. family, school and/or other sources.

Statutory aspects of Health Education (which apply to RSE)

Health and prevention	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
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. - about menstrual wellbeing including the key facts about the menstrual cycle.

Our pupils will be taught SRE through the topic of Relationships from the 1 decision scheme of work. The topics are as follows:

Year 1 – Begin

In Year 1, children begin to develop an early understanding of positive relationships in everyday life. They explore their ideas about how people show care, kindness and respect at home and at school. Children begin to recognise behaviours that help build positive relationships and those that may upset others. They learn simple ways to treat others kindly and begin to understand how trusted adults can help when they need support with friendships or feelings.

Year 2 – Recognise

In Year 2, children deepen their understanding of positive relationships by exploring emotions and how they influence the way people treat one another. They learn to recognise and name a range of feelings and understand that emotions can be expressed through words and actions. Pupils develop empathy by considering situations from another person's point of view and why it is important to care about others' feelings. They also begin to recognise bullying behaviours and explore ways to respond and seek help.

Year 3 – Explore

In Year 3, children broaden their understanding of positive relationships by exploring respect, personal boundaries and how their actions affect others. They learn the importance of caring about other people's feelings and how empathy supports healthy relationships. Pupils develop their understanding of appropriate and inappropriate touch, personal boundaries & body autonomy. They also learn the correct names for body parts and understand who they can ask for help if they feel worried or uncomfortable.

Year 4 – Learn

In Year 4, children re-establish what they already know about positive relationships before building on this through more complex learning. They revisit behaviours that support healthy relationships and begin to understand how relationships can change as people grow. Pupils explore different types of relationships, including families, and consider how people support one another. They also develop their understanding of healthy and unhealthy relationships and learn how to ask for help from trusted people.

Year 5 – Identify

In Year 5, children further develop their understanding of relationships by exploring the changes that occur during puberty and how these can affect their bodies, emotions and interactions with others. They learn about the importance of respect, privacy and personal boundaries as they grow. Pupils also revisit a range of relationship topics, reflecting on the views of adults & children beyond the school setting through discussion and activities about respectful & healthy relationships.

Year 6 – Evaluate

In Year 6, children consolidate and extend their understanding of respectful & healthy relationships as they prepare for greater independence. They explore how relationships may change as people grow & recognise behaviours that support positive interactions. Pupils evaluate situations that may affect relationships and develop strategies to respond responsibly & seek support when needed. Where schools choose to deliver sex education, pupils will also learn about human reproduction and how conception occurs.

To support your child, click on the following link for knowledge organisers for each year group – This will support you in your discussions at home and support the use of key vocabulary taught.

<https://www.1decision.co.uk/about/curriculum/relationships-growing-and-changing>

For more curriculum and parental information, please see the school's website.

Agreed Language

Relationships, Sex and Health Education (RSHE)

Year group	Words & Phrases
Year 1	Relationship - A connection between two or more people or things. Love - Strong feelings of affection for another person, activity, or object. Security - Feeling safe and free from fear or danger. Stability - Reliable or unlikely to change suddenly. Disagree - To have a different opinion. The opposite of agree.
Year 2	Bullying - A repeated aggressive or unkind behaviour. Mean - Unkind, spiteful, or unfair Describe - To say or write what someone or something is like. Teasing - To laugh at someone or say unkind things about them. Threatening - Expressing a threat of something unpleasant or violent. Advice - An opinion that someone offers you about what you should do or how you should act in a particular situation Imagine - To form or have a mental picture or idea of something. Anti-bullying - Opposed to or acting against bullying.
Year 3	Communicate - To exchange or share information or ideas. Situation - What is happening now. Penis - The part of a male's body that is used for urinating. Testicles - Two round male organs that produce sperm. Vagina - The part of a woman's body that connects her outer organs to her uterus. Vulva - External female genitalia that surround the opening to the vagina. Anus - The external opening of the canal through which excrement leaves the body. Private parts - A person's genitals. Appropriate - Suitable or acceptable for a particular situation. Nipples - The dark parts of the skin which stick out from the breast
Year 4	Nervous - Being fearful, worried, or concerned about someone or an event. Scared - Feeling fearful or frightened. Inappropriate - Not right for or suited to the situation or purpose. Not appropriate. Connection - The act of joining or being joined to something else. Civil partnership - A civil partnership is a legal relationship which can be registered by two people who aren't related to each other. Marriage - A formal union and social and legal contract between two
Year 5	Puberty - When a child matures physically and the reproductive system becomes active. Hormone - A chemical substance made in the body, which controls the activity of other cells and organs. Anonymous question - When someone asks a question without revealing their name or identity. Vagina - A canal that leads from the female uterus to the outside of the body. Vulva - External female genitalia that surround the opening to the vagina. Ovaries - A reproductive organ where eggs are produced. Fallopian tube - The tube where the female egg travels to the womb (uterus). Penis - A male organ that urine and sperm pass through.

	Testicles - Two male sex glands where sperm is produced.	
Year 6	Conception - The process of conceiving a baby. Reproduction - The process by which living things create young or offspring. Consent - To express willingness or approval. Conceived - The fertilising of an egg by a sperm; beginning of pregnancy. Caesarean - The surgical delivery of a baby that involves making incisions in the mother's abdominal wall and uterus. Foreskin - A retractable fold of skin that covers the glans of the penis. Cervix - The lower part of the uterus that opens into the vagina. Womb - (uterus) Where a foetus, or baby, grows. Urethra - The tube that carries urine from the bladder out of the body. Fertilised - When a male's sperm enters a female's egg. IVF - Fertilising an egg outside the body, in a laboratory dish, and then implanting it in a woman's uterus	

The wider context of RSE

The school's RSE programme will:

- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life
- be an entitlement for all pupils, including those with additional learning and language needs
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness
- recognise that family is a broad concept; not just one model, e.g. nuclear family
- encourage pupils and teachers to share and respect each other's views with cultural awareness and sensitivity
- ensure pupils are aware of different approaches to sexual orientation, without promotion of any particular family structure
- recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up
- work in partnership with parents/carers and pupils, consulting them about the content of programme
- work in partnership with other health professionals and the wider community

Links are also made via:

• **Science – Statutory aspects of Sex Education within the National Curriculum**

The law states (Education Act 1996) that 'schools must teach the biological elements of the RSE in the National Curriculum.' "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 is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively...It (the sex education programme) 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 born.

National Curriculum Science:

Key Stage 1: • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense • notice that animals, including humans, have offspring which grow into adults • describe the importance for humans of hygiene	Key Stage 2: • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals • describe the changes as humans develop to old age
--	--

• **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support

• **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles

• **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

• **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

Key rights and responsibilities for Relationships and Sex Education

The governing body

The governing body will approve the Relationships Education policy, and hold the head teacher to account for its implementation.

Ensuring all pupils make progress in achieving the expected educational outcomes

- Ensuring the curriculum is well led, effectively managed and well planned

The head teacher:

- The overall implementation of this policy
- Ensuring staff are suitably trained to deliver the subjects

Ensuring that parents are fully informed of this policy

- Reviewing requests from parents to withdraw their children from the subjects
- Discussing requests for withdrawal with parents
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful
- Reporting to the governing board on the effectiveness of this policy • Reviewing this policy on an annual basis

Teachers & Staff:

- Delivering a high-quality and age-appropriate relationships and sex curriculum in line with statutory requirements
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensuring they do not express personal views or beliefs when delivering the programme
- Modelling positive attitudes to relationships, sex and health education
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy
- Acting in accordance with planning, monitoring and assessment requirements for the subjects
- Liaising with the SENDco to identify and respond to individual needs of pupils with SEND

All Teachers and other adults Relationship and Sex Education is a whole school issue and all teachers and other adults are responsible in supporting our pupils. As well as delivering curriculum content in the classroom, staff are also role models around the school, establishing relationships of mutual trust and respect and promotion of good health and wellbeing. All staff have a responsibility of care and safeguarding of pupils and actively contribute to guidance of the physical, moral and spiritual well-being of their pupils.

Safe Guarding

RSHE is delivered within a safe, supportive, and respectful learning environment where pupils feel able to participate and ask questions appropriately.

To support this:

- Ground rules are agreed with pupils at the start of RSHE lessons to promote respect, confidentiality, and appropriate discussion
- Correct and age-appropriate terminology is used sensitively by staff
- Teaching approaches such as distancing techniques are used where appropriate, allowing scenarios and examples to be discussed without personalising experiences
- Opportunities are provided for pupils to ask questions in a range of ways, including anonymous question boxes or written questions, to reduce pressure and support pupil confidence
- Personal disclosures are not encouraged during lessons, and pupils are reminded that sensitive concerns should be shared with a trusted adult
- Pupils are signposted to trusted adults and support systems within the school for further help or discussion

All RSHE teaching is underpinned by the school's safeguarding procedures. Any disclosures or concerns arising from RSHE lessons are handled in line with the Safeguarding and Child Protection Policy.

Parental Responsibility

We value open and transparent communication with parents and carers and recognise the important role they play in supporting their child's RSHE learning. The school works in partnership with parents and carers to ensure RSHE is delivered in a clear, sensitive, and age-appropriate way.

The school will:

- inform parents and carers about the RSHE curriculum, including the themes covered and how learning is delivered

- provide opportunities for parents and carers to view RSHE curriculum content
- respond to questions, feedback, or concerns in a timely, respectful, and supportive manner
- offer discussion with appropriate members of staff where further clarification or reassurance is needed

Parents and carers have the right to request withdrawal of their child from non-statutory sex education taught beyond the National Curriculum for science. There is no right of withdrawal from Relationships Education or Health Education. Any requests for withdrawal are managed sensitively, in line with statutory guidance, and in discussion with parents or carers to ensure the child's wellbeing and educational needs remain central.

Answering questions

We also acknowledge that children of the same age may be developmentally at different stages leading to differing types of questions or behaviours. When spontaneous discussions arise, it is guided in a way that reflects the stated school aims and curriculum content for RSE. As a first principle, we answer questions relating to the planned curriculum for that age group to the whole class. We answer questions, where appropriate, relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the RSE leader/Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We will also use a question box where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Working with visitors and other external agencies

Where appropriate, we may use visitors from external agencies or members of the community to support RSE. Working with external organisations enhances delivery of RSE, bringing in specialist knowledge, which gives different ways of engaging with our pupils. When using visitors, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. We will ensure that the teaching delivered by the visitor fits with our planned programme and policy. We will ask to see the materials visitors will use as well as a lesson plan in advance, so that we can ensure it meets the full range of pupils' needs.

Inclusion, equality and diversity

We are required by law to comply with relevant requirements of the Equality Act 2010. All pupils are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. We include all pupils regardless of their age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation. All classes include pupils with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account all needs of the pupils to ensure all can access the full RSE provision. Therefore, we consider:

Responding to pupils' diverse learning needs:

- religious and cultural diversity
- differing gender needs and abilities, including SEND
- diverse sexuality of pupils
- homophobic/transphobic/biphobic bullying and behaviour
- pupil's age and physical and emotional maturity
- pupils who are new to English

For pupils with special educational needs or disabilities (SEND), RSHE is adapted to ensure accessibility by:

- Using clear and consistent language and visuals
- Breaking learning into smaller steps
- Providing additional scaffolding or repetition
- Considering pupils' emotional and developmental needs

Lesbian, Gay, Bisexual, Transgender and Plus (LGBT+):

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual, transgender or + (LGBT+). Inclusive RSE will foster good relations between

pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

Pupils who are new to English

The school will take into account the language skills of individual pupils, ensuring that all pupils have equal access to the RSE provision and resources.

Resources

We use suitable materials/resources with the children and use these from 1 Decision. We also have age appropriate children's books on relationships and the human body are kept in our school library.

Learning environment and additional non-negotiable ground rules

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of RSE. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

Our additional, non-negotiable ground rules are:

- Confidentiality: 'what is said in the room, stays in the room' except if anyone mentions something which could be harmful or put them at risk – then will have to pass the information on to help keep them safe
- It's not OK to ask personal questions of each other or the teacher but we can put questions in the box for later.
- Don't use names: if you want to ask about or share a personal story or experience, you can speak in the third person about 'someone I know', 'a friend', 'a situation I've heard about/read about'
- We will try to only ask questions related to what we are learning in the lesson.
- We will use the anatomical terms for the sexual body parts.
- It is ok to say pass / not join in.
- We will respect different opinions, situations & backgrounds.

Assessment, recording and reporting in RSHE

Sex and Relationships Education is assessed through regular PSHE assessments. We use age-appropriate, non-judgemental methods such as discussion outcomes, written reflections, and teacher observations. Assessment information is used to identify strengths, gaps in understanding, and areas requiring reinforcement. Staff will review lesson delivery and pupil responses to inform future planning and adapt teaching where necessary. Parents are informed of their children's progress during parents evening and end of year report.

Monitoring and evaluation

There is a planned cycle of monitoring at Tranmere Park Primary School. RSE forms part of this monitoring cycle as an element of our PSHE work and all audit and review procedures and findings are scrutinised by the school Leadership Team and the Teaching, Learning and Curriculum sub-committee of the Governing Body.

Safeguarding and Child Protection

Through Relationships Education (and RSE), pupils will begin understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils will be taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

Children have the right to:

- say no
- respect their own body
- speak out and know that someone can help

We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including on-line bullying, sharing inappropriate images, initiation/hazing (an activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers them, regardless of a person's willingness to participate) and inappropriate/harmful sexual behaviours.

Our use of the anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to.

Ground rules at the start of sessions help to establish and maintain a safe learning environment; this is important for good learning to take place, and also contributes to effective safeguarding.

Confidentiality in the context of RSHE lessons –

Tranmere Park is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. Any visitors who are invited into school to support and enhance the curriculum will follow the planned programme for RSE and copies of the RSE policy will be available prior to their visit.

Although an atmosphere of trust is encouraged, teachers will not offer pupils or parents/carers unconditional confidentiality. Information about behaviour likely to cause harm to the pupil or to others will be passed onto the appropriate agency via our Child Protection Officers – Mrs Hodgson and Mr Learmonth

This policy document is freely available on request to the whole school community. The policy is referred to in the relevant areas of the curriculum. A copy of the policy can be found on the school website.

Please refer to these additional policies to supplement this one:

Safeguarding and Child Protection Policy

Behaviour Policy

Online Safety Policy

Equality Policy

SEND Policy

Anti-Bullying Policy

•