



# Holy Trinity Primary School



## Relationships, Sex and Health Education (RSHE) Policy

|                  |                      |
|------------------|----------------------|
| Reviewed         | Emma Eden            |
| Review cycle     | Annually             |
| Next review Date | July 2026            |
| Checked By       | Stakeholders Sept 25 |

### School Vision:

School Vision: Inspired by God the Trinity and St Julian of Norwich, we have a vision to be an **aspirational** school that **honours and celebrates** each person. We work together to deliver excellence in learning so that our interests and talents can be **nurtured** for the benefit of the whole community. We are **knit together** by our shared values and we are **rooted in hope** for the future.

**“All shall be well because we are knit together and rooted in hope”**

Rooted in our vision, inspired by God the Trinity and St Julian of Norwich, our RSHE curriculum nurtures aspirational, confident individuals who honour and celebrate themselves and others. We teach pupils to build respectful relationships, understand their own identity and wellbeing, and make informed choices so that their unique talents can flourish for the benefit of the whole community. Through RSHE, we ensure all children are “knit together” in shared values and equipped with hope, resilience and the skills needed for the future.

As part of the Lincoln Anglican Academy Trust (**LAAT**), we are committed to:

- *Excellence in teaching and learning*
- *Exploration of the world and self*
- *Encouragement of every child’s potential*
- *All powered by Equity — ensuring every child receives what they need to flourish*

### Statutory Requirements:

Documents that inform the school’s RSHE policy include:

- *DfE RSHE Statutory Guidance (updated in July 2025)*
- *Church of England RSHE Charter*
- *Equality Act 2010*
- *Education Act (1996)*
- *Education and Inspections Act (2006)*
- *Keeping Children Safe in Education – Statutory safeguarding guidance (2023)*
- *Children and Social Work Act (2017)*

Relationships education is **statutory** in all primary schools. In line with statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education it is recommended that age appropriate sex education is also taught in all primary schools.

As a primary church academy, we must provide Relationships Education to all pupils as per section **34** of the **Children and Social Work Act 2017**. In accordance with the Children and Social Work Act 2017, relationships and sex education should have regard to the age and religious background of the pupils and must include:

- safety in forming and maintaining relationships
- the characteristics of healthy relationships
- how relationships may affect physical and mental health and well-being

We follow the National Curriculum, including requirements to teach science, which would include the elements of sex education contained within the Primary Science curriculum. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals.

Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons. Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information.

*“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.

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

In teaching RSHE, we have regard to the guidance issued by the secretary of state as outlined in in [section 403 of the Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Holy Trinity Church of England Primary School, we teach RSHE as set out in this policy.

#### **Definition of Relationship and Sex education:**

All Church of England and Methodist schools within the Diocese of Lincoln are statutorily required to teach Relationships Education, Relationships and Sex Education and Health Education. Within the context of Christian beliefs about human dignity (e.g. Genesis 1:26-27) and the need to love your neighbour as you love yourself (e.g. Mark 12:30-31), RSHE enables pupils to flourish and gain every opportunity to live fulfilled lives.

Relationship and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality, sexual health, healthy lifestyles, diversity and personal identity. When we use the term 'relationships' in this policy we refer to both online and offline relationships. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life. Through RSHE in church schools, pupils will have the chance to learn about how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

It involves a combination of sharing information and exploring issues and values. Some aspects are taught in science, and others are taught as part of Wellbeing (PSHE).

#### **Statutory RSHE Elements (2025 Updates)**

##### **Relationships Education:**

- Families and people who care for me: Including diverse family structures
- Caring friendships: Qualities of healthy friendships, resolving conflict, and seeking help
- Respectful relationships: Tackling misogyny, stereotypes, and promoting equality
- Online relationships: Safe use of technology, risks of AI deepfakes, influencers, and privacy - Being safe: Boundaries, consent, and how to report concerns

##### **Physical Health and Mental Wellbeing**

- Mental wellbeing: Recognising emotions, managing grief, loss, and loneliness
- Internet safety and harms: Online gaming, scams, monetisation, and addictive behaviours
- Physical health and fitness: Benefits of exercise and healthy choices

- Healthy eating: Nutrition and balanced diets
- Drugs, alcohol and tobacco: Age-appropriate awareness
- Health and prevention: Personal hygiene, dental health, and illness prevention
- Basic first aid: How to respond to common injuries
- Changing adolescent body: Puberty and correct anatomical terminology

### **Personal Safety Strand**

- Road safety
- Railway safety (including level crossings)
- Water safety (including Water Safety Code) - Public space awareness

### **Safeguarding and Inclusion**

- Financial exploitation
- Safe learning environments for sensitive topics
- Parental consultation: Schools must engage parents and share curriculum content

### **Sex Education:**

The Department of Health set out its ambition for all children and young people to receive high quality relationship and sex education in its statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). This policy also reflects guidance given under the Children and Social Work Act 2017. ***RSE is not about the promotion of sexual activity***

At Holy Trinity School, any content that might be regarded as Sex Education: learning about human body parts, growth, puberty and reproduction will be taught through the Science Curriculum. Parents do not have the right to excuse their children from this aspect of the curriculum.

At Holy Trinity Church of England Primary School, we have decided that it is important to include **conception** to year 5-6 pupils to protect and prepare the children in our community. Parents/carers **do** have the right to excuse their children from this aspect of Sex Education (see below for more information).

### **Policy Development:**

This policy has been developed in consultation with staff, students and parents and approved by the Governing Body members. The consultation and policy development process involved the following steps that draws upon the DfE guidance: Relationships and sex education (RSE) and health education.

This policy has been developed in consultation with all stakeholders, including Governing Body members, staff, pupils and parents/carers.

1. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
2. Parent/stakeholder consultation – the policy was sent to all parents, and they were invited to send feedback or speak to the Executive Headteacher and Head of School
3. Pupil voice – we listened to what exactly pupils want from their RSHE
4. Ratification – once amendments were made, the policy was shared with governors and ratified

### **Our Curriculum Aims:**

The aims of relationships, sex education and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place safely and without judgement
- Develop positive values and moral framework that will guide pupils' decisions, judgments and behaviour, ensure that pupils have the confidence and self-esteem to value themselves and others, to respect individual choices and develop the skills to judge what kind of relationship is appropriate and inappropriate
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene. Teach students the correct vocabulary to describe themselves and their bodies to support safeguarding and body autonomy
- Help students develop feelings of self-respect, confidence and empathy and supports their physical, emotional, spiritual and moral development

- To live healthy lifestyles: making good lifestyle choices around their bodies and mental health and wellbeing
- Teach a safety and preventative curriculum that explores risks and harm and preventative strategies
- Create a positive and inclusive approach to understanding different cultures, disability, sexuality and relationships. Challenge misogyny, stereotypes and prejudice, consider the LGBTQ+ community, gender equality and gender identity.
- Help pupils to understand the consequences of their actions and behave responsibly within relationships
- Develop the pupils' knowledge to avoid being exploited or exploiting others or being pressured into illegal activities (peer pressure, addictions and financial education)
- Develop knowledge and understanding around online safety: AI risks, influencers, scams, and privacy •  
Make links to the British Values and 9 Protected Characteristics

### Our RSHE Curriculum

Our RSHE curriculum has been developed in consultation with various stakeholders, including governors, staff, pupils and parents/carers and has been specifically designed to take into account of our local context of the school and its pupils. Threaded through our curriculum design are direct links to pupil safeguarding, online and digital safety (computing links), preventative education and safety education links (keeping safe every day and strategies to help keep safe). Our curriculum has been designed to ensure that fundamental British values and the 9 Protected Characteristics as well as diversity, equality and inclusion are prominent features in our weekly teaching of RSHE/PSHE.

|               | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|---------------|--|--|--|--|---|---|
| <b>EYFS</b>   | Starting School. Understanding emotions. People who care for me. Caring friendships. | Relationships; friendships. Recognising emotions. Emergency services.                  | Caring for animals. Personal hygiene. Animal and dog safety.                               | Keeping safe: strangers. Road safety. Getting lost.  | NSPCC pants rule. Relationships and emotions. Caring for our environment.       | Caring friendships. Setting goals. Water and sun safety.  |
| <b>Year 1</b> | Relationships: families  | Health and wellbeing. Caring friendships. Bullying Discrimination Online relationships | Expressing emotions. NSPCC PANTS rule. Privacy. Differences between boys and girls.        | Basic first aid. Unsafe household products Caring for school environment.                        | Caring for local environment. Plastic pollution Stranger Danger. Online safety. | Healthy diet. Hygiene and oral hygiene. Emotions and relationships. Water and sun safety.                 |
| <b>Year 2</b> | Families and respectful relationships.   | Caring friendships and respectful relationships. Online Bullying.                      | Physical health and mental well-being. Sleep.  | Personal boundaries, antisocial behaviour. Basic first aid. Loss.                                | Life in class. Spending and saving.   | Good and bad secrets. Coping with change and loss. Relationships and emotions.                            |
| <b>Year 3</b> | Families and People who care for me  | Anti bullying and caring friendships. Online bullying.                                 | Privates, appropriate and  | Health and wellbeing: informed choices.  | Health and wellbeing online and emotional health.                               | Rules and laws. Human rights Children's rights  |
|               |  |  | inappropriate touch and boundaries. Online reputation; privacy.                            | Consequences of a poor diet. First aid; asthma attack and choking.                               | Bodily changes.   |   |
| <b>Year 4</b> | Different types of relationships Online relationships                                | Respectful relationships Online bullying   | Oral care Changing bodies Puberty and periods. Health and wellbeing: technology            | Tobacco and vaping Effects of smoking and the law Basic first aid: anaphylaxis Burns and scalds. | Being safe: privacy, privates, peer pressure, boundaries.                       | Rights and duties in school and at home. Anti-social behaviour. Plastic pollution Water and river safety. |
| <b>Year 5</b> | Families and people who care for me. Online relationships.                           | Anti-social behaviour, peer pressure and risks. Online bullying.                       | Money management. Rules and laws linked to anti-social behaviour. First aid head injuries. | Alcohol and drug awareness. Personal boundaries. Coercion.                                       | Mental health. Transition into year 6.  | Sun safety. Puberty and body changes. Menstrual cycle.  |
| <b>Year 6</b> | Relationships, civil partnerships, marriages, different representations of love.     | Respectful relationships, stereotypes and prejudice. Child exploitation.               | Anti-social behaviour laws. Sexual abuse Images and photos online.                         | Tobacco, drug and alcohol awareness. CPR for first aid and the recovery position.                | Puberty recap and reproduction.   | Who am I? Dealing with change. Money matters.   |

This RSHE curriculum has also been planned in the context of our broader curriculum, and the delivery of this part of the curriculum is one of the ways in which we seek to realise our overarching distinctively Christian vision. It reflects core Christian teachings about human beings and healthy relationships, including the belief that all are made in the image of God, are loved by God and are therefore to be treated with dignity and respect. This enables our pupils to understand that they should value the gift of themselves and recognise and respect this gift of uniqueness in others by seeking out healthy relationships. It will also help them understand a range of Christian views on the importance of long-term relationships as building blocks for family stability.

### **Delivery of RSHE**

RSHE is taught as part of the broader PSHE curriculum weekly. Biological aspects of RSHE are taught within the Primary Science Curriculum and some elements of RSE may be taught within the RE curriculum, particular with relation to a range of views on relationships from religions and worldviews. Teaching is delivered by class teachers; some elements of RSHE education are delivered by a trained health professional. The school has its own bespoke curriculum. The whole school overview of the programme can be seen on the school website.

This also supports the “Personal Development” and “Behaviour and Attitude” aspects evaluated under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children **Staff are responsible for:**

- Delivering RSHE in a sensitive way (weekly sessions) and ensuring personal opinions are not reflected in their teachings
- Modelling positive attitudes to RSHE and responding to anything placed in the ‘whisper box’
- Monitoring progress and gauging the impact of the substantive and disciplinary knowledge taught
- Responding to the needs of individual pupils (SEND and bespoke sessions with the support of the pastoral team and SENDCO)
- Reporting any safeguarding concerns through our systems should any concerns or worries arise
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/nonscience components of RSHE

### **Inclusion and Safeguarding:**

All RSHE is delivered with an understanding that pupils and staff may be personally engaged in different structures of support and familial relationships, including single parent families, LGBTQ families, families headed by grandparents, adoptive parents, foster parents/carers, young carers, etc. The RSHE curriculum has been carefully designed to ensure that no person feels stigmatised; this is set within the context of the biblical teaching that all human beings are created in the image of God (Genesis 1:26-7) and that Christians are called to respect and honour everyone (e.g. 1 Peter 2:17).

- RSHE is accessible to all pupils, including SEND. Visual representations are used to support understanding and for certain individuals a bespoke package of support and delivery is created for them against their individual targets (EHCP and ILPs).
- Safe spaces for discussion and reflection are provided and each class has access to a ‘whisper box,’ a system where children can ask questions and share worries or concerns freely without having to speak to anyone if they wish (comments can be written/drawn and placed in a safe box for adults to check). - Staff are trained to manage sensitive topics and disclosures

### **Monitoring and review:**

Teachers assess progress and understanding in sex and relationships education through pupil discussions and responses in their written work. Brief records of pupils’ understanding and progress may be kept by teachers to form part of the records of overall progress in PSHE. The delivery of RSHE is monitored by the senior staff and PSHE subject leader through:

- Work scrutiny and the monitoring of curriculum content

- Lesson observations/drop ins
- Regular key stage meetings
- Meeting with individual teachers delivering the programme
- Pupil Surveys/staff surveys/parental surveys and pupil voice response

### **Working with Parents**

The school aims to work in partnership with parents when planning and delivering relationship and sex education. This is achieved through:

- Consulting parents over the development of the policy through information events and sharing policies and documentation
- Involving parents in viewing resources and discussing the RSHE curriculum
- Supporting parents in helping children cope with the emotional and physical aspects of growing up
- Making alternative arrangements for pupils who are withdrawn from RSHE lessons

### **Parental Right to Withdraw from Sex Education**

Parents/guardians do not have the right to withdraw their children from Relationships Education. Elements of Sex Education are included in the Primary Science Curriculum and parents/guardians do not have the right to withdraw their children from the Science Curriculum.

Parents have the right to withdraw their children from the non-science elements of Sex Education within RSHE. Requests for withdrawal should be put in writing to the Head of School. We will invite you to talk through your concerns, review the materials we use and explain our rationale. Withdrawing your child from Sex Education remains a statutory right as a parent or legal guardian.

**This policy will be monitored and reviewed by the Head of School**

**Executive Headteacher reviewed and consulted with parents via email on September 2025**

**Approved by Governing Body**