Part of the

Relationships, Sex and Health Education Policy

2026 - 2027

Reviewed	September 2026
Ratified by the LAC	September 2026

Vision, Ethos, and Christian Values

At Holy Trinity Church of England Primary School, our Christian ethos underpins all aspects of school life. Loved by God and one another, Holy Trinity is a welcoming community of faith where we learn and flourish together. Each day opens up horizons of hope, aspiration, and joy. We believe that every child is uniquely created in the image of God and deserves an education that nurtures their individual talents, preparing them to thrive as rounded, respectful, and compassionate members of society.

Relationships, Sex and Health Education (RSHE) is delivered within our broader Personal, Social, Health Education (PSHE) curriculum. It plays a vital role in building children's self-worth, emotional literacy, and capacity to form healthy, respectful relationships. We provide age-appropriate learning that reflects our core values of love, respect, integrity, and community responsibility, preparing children for the opportunities and challenges of growing up in modern Britain.

We are committed to:

- **Supporting the Whole Child:** Recognising that children's emotional, spiritual, and social development directly impacts their ability to flourish.
- **Creating a Safe, Inclusive Environment:** Ensuring every child feels valued, safe, and able to ask questions without fear or judgment.
- **Partnership with Families:** Recognising parents and carers as the primary educators of their children in matters of relationships, personal values, and health.
- **Building Foundations for the Future:** Equipping pupils with essential life skills, digital literacy, and personal boundary awareness.

Statutory Requirements & Definition of Terms

Holy Trinity Church of England Primary School provides a broad and balanced curriculum that promotes the spiritual, moral, cultural, mental, and physical development of all pupils. This policy meets the statutory requirements outlined in the Department for Education Relationships Education, Relationships and Sex Education and Health Education guidance (updated 2025).

- **Relationships Education is STATUTORY** and therefore compulsory for all primary pupils. There is no right of withdrawal. Content focuses on friendships, family structures, respect, online safety, and personal boundaries.

- **Health Education is STATUTORY** and therefore compulsory for all primary pupils. There is no right of withdrawal. Content focuses on mental wellbeing, physical health, body changes, puberty, and menstruation.

- **Sex Education is NON-STATUTORY** but is recommended by the Department for Education. Parents/carers have a right to withdraw their children from these lessons. Content focuses on human reproduction, conception, and birth.

Curriculum Organisation and Content

We deliver RSHE through the **Jigsaw PSHE 3–11** scheme of work. Content is delivered progressively across six half-termly themes ensuring age-appropriate development:

Jigsaw Curriculum Pathway	
TERM	THEME & RSHE FOCUS
Autumn 1	**Being Me in My World** Self-identity, rights, responsibilities, classroom community
Autumn 2	**Celebrating Difference** Diversity, respect, challenging stereotypes, anti-bullying
Spring 1	**Dreams and Goals** Resilience, setting goals, collaboration, aspirations
Spring 2	**Healthy Me** Physical/emotional health, safety, personal boundaries
Summer 1	**Relationships** Family dynamics, caring friendships, resolving conflict, loss
Summer 2	**Changing Me** Life cycles, body changes, puberty, human reproduction

Key RSHE Outcomes by the End of Primary School

Families and People Who Care for Me

- Understanding that families come in many forms and provide love, security, and stability.
- Recognising characteristics of healthy family life and how to seek help if family relationships feel unsafe.
- Understanding marriage and civil partnerships as legal, formal commitments.

Caring Friendships

- Characteristics of healthy friendships: trust, mutual respect, honesty, kindness, and loyalty.
- Recognising when a friendship is unhelpful or toxic and how to resolve conflict peacefully.

Respectful and Kind Relationships

- The importance of respect for others, self-respect, and courtesy.
- Understanding and challenging stereotypes (including gender stereotypes and prejudice).

- Understanding types of bullying (including cyberbullying) and how to get help.

Online Relationships and Safety

- Respectful online behaviour, understanding digital privacy, and evaluating online sources.
- Recognising unsafe online situations, age restrictions on social media/gaming, and how to report concerns.

Being Safe & Personal Boundaries

- Recognizing personal space, privacy, and concepts of age-appropriate consent.
- Understanding that each child's body belongs to them.
- Identifying trusted adults and knowing how to report abuse or uncomfortable situations.

Changing Bodies & Puberty (Health Education)

- Understanding growth, physical changes, and emotional shifts during adolescence.
- Using correct anatomical terminology for body parts.
- Understanding the menstrual cycle (taught before girls experience onset, starting from age 8+ context).

Primary Sex Education Policy & Right to Withdraw

School Approach: Sex Education as Part of PSHE

At Holy Trinity Church of England Primary School, we teach age-appropriate sex education in Upper Key Stage 2 (Years 5 and 6) as part of our Summer 2 *Changing Me* unit.
We define Sex Education specifically as learning about human reproduction, conception, and birth. It is distinct from statutory Science learning (life cycles) and statutory Health Education (puberty/menstruation).

The specific non-statutory lessons are:

- **Year 5:** Conception
- **Year 6:** Babies: Conception to Birth

Parental Right to Withdraw

Parents and carers have the legal right to request that their child be withdrawn from the non-statutory Sex Education elements taught within PSHE. Parents do NOT have the right to withdraw their child from:

1. **Relationships Education** (Statutory)
2. **Health Education**, including puberty and menstruation (Statutory)
3. **National Curriculum Science**, including animal/human growth and life cycles (Statutory)

Withdrawal Procedure

1. Parents are informed of upcoming RSHE content prior to delivery in the Summer term.
2. Parents wishing to withdraw their child must submit a written request or contact the school office.
3. The Headteacher and PSHE Lead will arrange a meeting to discuss the request, share teaching resources, and address any misconceptions.
4. If the parent maintains their request, the school will grant the withdrawal, document the decision, and ensure the pupil receives purposeful, alternative education during those specific lessons.

Responding to Pupil Questions

Children naturally ask questions about relationships, growing up, and reproduction. Staff manage questions using professional judgment and the following guidelines:

- **Spontaneous Questions:** If a child asks an explicit or off-topic question during class, teachers will address it factually and age-appropriately, or defer the question to a one-to-one discussion.
- **Distinction of Content:** Questions going beyond the primary curriculum scope will be directed to parents/carers to address at home.
- **Withdrawn Pupils:** If a withdrawn child asks about sex education content, staff will sensitively explain that this is a topic their parents wish to discuss with them at home and notify the parents.
- **Distress or Safeguarding Concerns:** If a question raises a potential safeguarding concern, staff will follow the school's Child Protection and Safeguarding Policy immediately.

Inclusion, Equality, and Protected Characteristics

Holy Trinity Church of England Primary School complies with the Equality Act 2010 and the Public Sector Equality Duty. RSHE is delivered inclusively to ensure equal access for all pupils regardless of background or need.

Diversity & Family Structures

Our curriculum reflects the diverse nature of modern society. Children are taught that families come in many forms—including single-parent families, same-sex parents, foster/adoptive parents, stepfamilies, and extended family arrangements. All family structures are treated with equal respect, focusing on the core value that healthy families provide love, care, and security.

LGBT+ Content

LGBT+ relationships are integrated naturally within teaching about diverse family structures and caring friendships. In line with statutory guidance, content is age-appropriate and framed around treating everyone with dignity, kindness, and respect.

Note: Jigsaw PSHE 3–11 does not cover gender identity or transgender topics at primary level.

Special Educational Needs and Disabilities (SEND)

We adapt RSHE teaching to meet the individual needs of children with SEND. High-quality RSHE is particularly important for vulnerable pupils, equipping them with essential skills regarding body safety, personal boundaries, and safe relationships.

Working with Parents, Staff Training, and Policy Review

Parent Engagement

We actively work/consult with parents, offering regular opportunities for parents to engage with and review our policy and curriculum for RSHE. We operate an open-door policy regarding our RSHE curriculum. Sample materials, lesson overviews, and policy documents are available on request and via the school website.

Staff Training & Delivery

RSHE is delivered primarily by class teachers who receive ongoing training to ensure sensitive, confident, and balanced delivery. Teachers model inclusive language, respectful dialogue, and clear boundaries during every session.

Monitoring & Governance

The implementation and effectiveness of this policy are monitored by the PSHE Lead and Senior Leadership Team through curriculum reviews, pupil voice assessments, and governor updates.

This policy is formally reviewed **annually** by the Governing Body.

Appendix 1

PSHE Overview, including RSHE Coverage

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys *Conception (including IVF)* Growing responsibility Coping with change Preparing for transition

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings *Conception to birth* Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Manging my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Manging my changes in mood Moving forwards into my next year of education