Trinity St Mary's Church of England Primary School

Relationships, Sex and Health Education (RSHE) Policy

Summer Term 2026

"Many Hearts Make A School"

We work together to teach and inspire our children so that they have the confidence to flourish in our community and in the world.
Like the wise man who built his house upon the rock (Matthew 7:24-25), we embrace our Christian values to build strong foundations for their future.

Trinity St. Mary's C. of E. Primary School

Relationships and Sex Education Policy

Principles

The objective of relationship and sex education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Children learn about their relationships and own sexuality as part of the process of growing up and school inevitably contributes to this in an informal way. However, in fulfilment of section 1 of the Education Reform Act 1988, sexual health education should form a planned element of the curriculum.

We consider Sex Education to be only a part of the much wider issue of the development of the whole child. Relationship and Sex Education programme will be given in such a manner as to encourage pupils to have due regard to the value of family life.

RSHE is taught within the context of the school's Christian vision and values. We promote dignity, respect, compassion, responsibility and healthy relationships while ensuring that teaching is inclusive, factual, age-appropriate and compliant with statutory guidance.

The Christian values, which the school feels are central to its commitment to the spiritual, moral, social and cultural development of pupils, will underpin all personal and social education including many aspects of RSE. The teachings of the Church of England will provide the foundations upon which we will hope to build.

Aims & Objectives

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Whilst providing accurate information about basic human biological facts, growth and development and human reproduction, we would aim to promote a positive, healthy approach to human and sexual behaviour and place it within a moral framework. We would hope to create a climate where children feel confident to ask questions and seek honest answers.

We aim to assist children to develop the skills and abilities to manage personal relationships through discussion, negotiation and decision making.

We will introduce a programme of Sex Education that will allow children to learn both physical and moral aspects of sexual behaviour and determine their own values.

It is not our intention that Sex Education within the school should replace what is undertaken at home as a normal part of family life. We see our role as one of supporting and developing the work of parents. We are aware however, that some parents may feel inhibited about such discussions with their children and may feel a sense of relief if this subject is initiated within school.

The objectives of Relationship and Sex Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

In addition, as a church school, we aim to encourage the development of Christian values whilst delivering these objectives by promoting loving, caring relationships that are built on mutual respect and love.

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

In teaching Relationships, Sex and Health Education (RSHE), Trinity St Mary's Church of England Primary School has regard to the Department for Education's statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (September 2026).

RSHE supports the school's safeguarding responsibilities by helping children recognise unhealthy, unsafe or abusive behaviours, understand personal boundaries, seek support when concerns arise and know how to report worries both online and offline. Teaching is delivered in an age-appropriate manner and is closely aligned with Keeping Children Safe in Education and the school's safeguarding procedures.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Teaching includes online relationships, online safety, digital resilience, managing personal information, recognising online risks, understanding age restrictions and knowing how to seek help when online experiences cause concern.

Children will be taught the correct names for body parts, including external genitalia, in an age-appropriate way to support safeguarding, personal safety and health education.

Pupils will learn about change, loss and bereavement, recognising that people experience emotions and grief differently and understanding how to seek support when needed.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

The curriculum will be reviewed annually to ensure alignment with current statutory guidance, safeguarding developments and emerging risks affecting children, particularly within digital environments.

Legal Requirements

All schools must teach the following as part of the National Curriculum Science Orders, **parents do not have the right to withdraw their child/children**.

National Curriculum Science

Key Stage 1

1. b) that animals including humans, move, feed, grow, and use their senses and reproduce.

2. a) to recognise and compare the main external parts of the bodies of humans and other animals.

   f) that humans and animals can reproduce offspring and these grow into adults.

3. a) to recognise similarities and differences between themselves

4. Treat others with sensitivity.

Key Stage 2

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction.

   f) about the main stages of the human life cycle.

Parental Consultation

The school informs parents when aspects of the sex and relationship programme are taught. Parents and carers are entitled to view curriculum overviews and teaching resources used to deliver RSHE. The school will provide opportunities for parents to understand curriculum content and ask questions about learning objectives and resources.

The governing body

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of SRE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents' have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

8. Training

Staff are trained on the delivery of SRE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

Monitoring arrangements

The delivery of RSE is monitored by the PSHE and Science co-ordinators through planning scrutiny, learning walks, work scrutiny and pupil discussions. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy has been discussed and agreed by members of staff and the governing body and will be reviewed every three years unless government guidance and/or advice from the Diocese specifies the need for earlier changes.

Signed by Chair of Governors:

Date:

Appendix 1

Primary PSHE education | Long-term overview

Early years foundation stage: For guidance and resources to support foundational learning before key stage 1, see our growing range of EYFS materials.

Statutory RSHE | Statutory RSHE | Economic Wellbeing & Careers | Economic Wellbeing & Careers

School Plus course available - see Appendix 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental health and wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Me, my body and growing up	Families and growing together
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing	Positively engaging with our world	Respecting boundaries	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing	Managing money and online spending	Changes in puberty *(and sex education)*	Drug education: assessing risk and managing influences	Developing our understanding of AI	Looking to the future