



'Our School is a Christian community in which pupils, staff, parents, governors and parishioners are working together, within a safe, healthy and stimulating learning environment, to achieve education of the highest possible quality, in order to prepare pupils to meet the challenge of their futures.'

'We celebrate the value of each child and set high expectations of them in our endeavours to sustain and develop their gifts and talents.'

Date Adopted	Summer 1 2023
Signed (Governors)	R. Lord
Signed (Headteacher)	E A Travis
Date for review	Summer 1 2026

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

School Ethos

At Holy Trinity, Sex and Relationships Education (SRE) is integrated into the Personal, Social, Health and Citizenship Education programme of the school, as well as being a topic in the Life Processes and Living Things unit of the Science Curriculum. It is our whole school view that the delivery of quality SRE is as important as its content.

2. Statutory requirements

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](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

At Holy Trinity we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. 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).

Pupils also receive stand-alone sex education sessions delivered by a either trained health professional or school staff.

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
- Living things
- Life processes

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

7.3 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 components of RSE

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 who is also responsible for RSE.

7.4 Pupils

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

8. 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 using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

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

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

10. Monitoring arrangements

The delivery of RSE is monitored by Miss Travis (Headteacher) through:

Learning walks

Work Scrutiny

Discussion with staff and pupils

Monitoring of planning

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Values and Beliefs Governors committee every 3 years. At every review, the policy will be approved by Main Governing Body of Holy Trinity School in discussion with the Headteacher.

RELATIONSHIP AND SEX EDUCATION POLICY SUMMER 1 2023

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Summer 1	<p>Relationships</p> <ul style="list-style-type: none"> I can explain why I have special relationship with some people and how these relationships help me feel safe and good about myself. I can explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. 	
Year 1	Summer 2	<p>Changing me</p> <ul style="list-style-type: none"> I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, and vagina and give reasons why they are private. I can explain why some changes I might experience might feel better than others. 	
Year 2	Summer 1	<p>Relationships</p> <ul style="list-style-type: none"> I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem solving techniques and explain how I might use them in certain situations in my relationships. 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Summer 2	Changing me <ul style="list-style-type: none"> I can use the correct terms to describe penis, testicles, anus, and vagina and explain why they are private. I can explain why some types of touches feel ok and other don't. 	
Year 3	Summer 1	Relationships <ul style="list-style-type: none"> I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know. 	
Year 3	Summer 2	Changing me <ul style="list-style-type: none"> I can explain how boys' and girls' body's changes on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings. 	
Year 4	Summer 1	Relationships <ul style="list-style-type: none"> I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feeling when missing a special person or animal. 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Summer 2	<p>Changing me</p> <ul style="list-style-type: none"> • I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. • I can explain some of the choices I might make in the future and some of the choices that I have no control over. • I can offer some suggestions about how I might manage my feeling when changes happen. 	
Year 5	Summer 1	<p>Relationships</p> <ul style="list-style-type: none"> • I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. • I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or other. 	
Year 5	Summer 2	<p>Changing me</p> <ul style="list-style-type: none"> • I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. • I can summarise the process of conceptions. • I can express how I felt about the changes that will happen to me during puberty. • I accept these4 changes might happen at different times to my friends. 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer 1	<p>Relationships</p> <ul style="list-style-type: none"> • I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. • I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends I real or online situations. • I can offer strategies to help me manage these feelings and situations. 	
Year 6	Summer 2	<p>Changing me</p> <ul style="list-style-type: none"> • I can describe how a baby develop from conceptions through the nine months of pregnancy, and how it is born. • I recognise how I feel when I reflect on becoming a teenager. • I understand how I feel about the development and birth of a baby. 	

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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 • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

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Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	