



TROTTS HILL PRIMARY SCHOOL AND NURSERY

***SEX, HEALTH AND RELATIONSHIPS EDUCATION (SRE)
AND PERSONAL, SOCIAL, HEALTH AND EDUCATION (PHSE) POLICY***

<i>Reviewed by:</i>	<i>Headteacher</i>
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Contents

1. Aims	2
2. Statutory requirements	4
3. Policy development	4
4. Definition	5
5. Curriculum	5
6. Delivery of RSE	8
7. Roles and responsibilities	8
8. Parents' right to withdraw	10
9. Training	10
10. Monitoring arrangements	10
Appendix 1: Curriculum map	13
Appendix 2: By the end of primary school pupils should know	15
Appendix 3: Parent form: withdrawal from sex education within RSE	17
Appendix 4: Parent form: withdrawal from sex education within RSE	17

1. Aims

Definition

Relationships, Health and Sex Education (RHSE/PHSE) and Personal, Social and Emotional Education (PHSE) are lifelong learning about physical, moral and emotional development, embedded in a context that enhances the self worth and confidence of each individual and encourages mutually respectful relationships and empathy for others. It is compulsory that it is taught in all primary schools. It encompasses a range of curriculum areas including PE, Computing, Science, British Values, school values and expectations for manners.

Intent

At Trotts Hill we underpin all our teaching in RHSE/PHSE/PHSE in our school and British Values and the law including Keeping Children Safe in Education (2024), The Equalities Act (2010), Children and Social work Act (2017).

During their time at Trotts Hill, children will encounter many of life's challenges for the first time. We aim to provide pupils with the knowledge to increase their cultural capital and imbed the skills needed to lead safe, healthy, and happy lives. High-quality life skills education is essential for all pupils to reach their full potential socially and academically.

Our broad and spiral curriculum (Appendix 1 and 2) is planned to build on skills and knowledge from the Early Years to Year 6.

It supports pupils to develop critical thinking skills to manage different influences and pressures, and experience challenging situations in a safe environment. Our curriculum is mapped to the PSHE Association's Programme of Study, ensuring full coverage of the statutory elements for Relationship Education and Health Education. At all times, our curriculum is underpinned by the law, in order to safeguard children and bring value to the laws in our society.

Why should children be taught RHSE/PHSE?

RHSE/PHSE is an essential and integral part of a balanced and broadly-based curriculum and is taught as an on-going theme throughout school. It is taught through explicit content in lessons as well as assemblies, British values, school values and expectations for manners.

Relationships are an important part of people's lives and education should equip children with the knowledge and attitudes which will enable them to establish successful relationships based on mutual respect, responsibilities, and the law.

Sex Education should provide accurate information about sensitive issues. As children grow older, their bodies change and they can become curious, worried or embarrassed about them. It is better to treat these changes in a sensible way which avoids embarrassment and myths, and answer their questions honestly and accurately, rather than to let them find their own answers which may be misleading or harmful.

When is RHSE/PHSE taught?

Lessons are timetabled weekly for all year groups. Each year group imbed new learning by recapping the skills and knowledge previously learnt and building upon these within our curriculum. In EYFS, KS1 and KS2, PSHE will be taught explicitly in lessons each

week. This is additional to the PSHE children receive from assemblies, British Values, school values and expectations for behavior and manners.

What policies link to RHSE/PHSE?

- Equalities Act
- KCSIE
- SEN Code of practice
- Behavior
- Safeguarding
- Inclusion
- E-safety

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 Trotts Hill 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 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 – We have made as much information as possible available online and invited parents to give feedback on the policy and curriculum

4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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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 is not compulsory in primary schools, however at Trotts Hill we feel that it is important to teach children about this subject in school. All parents have the right to withdraw their child / children from the sex education portion of the RSE curriculum (see Section 8).

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 (Appendix 1)

What are the aims of Relationships Education?

- To support the personal and social development of all children
- To increase the children's respect for themselves and others, including the emotional wellbeing
- To understand the diversity and values of family life, marriage and stable loving relationships (including LGBTQ)
- To understand the implications of parenthood and the needs of the very young to grow up within loving, stable relationships
- To understand and respect the varied cultural and religious attitudes to an individual's sexuality and relationships (including LGBTQ)

What are the key themes that will be taught in Relationships Education?

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe online and offline
- Recognising prejudice and stereotypes
- Recognizing change loss and grief- including bereavement

What values underpin Relationships Education?

The core values include:

- The importance of stable, loving relationships
- Respect for all
- Rights, responsibilities and the law: equality, acceptance of diversity, kindness, generosity and honesty

What are the aims of Health Education?

- To help children understand their bodies, how they work and how to keep them healthy
- To develop the children's emotional awareness and enable them to manage their emotions
- To help children understand that they have a choice and that every choice has a consequence
- To develop a growing understanding of risk and safety, and the motivation and skills to keep themselves safe

- Recognising hazards in both the home and our environment.
- To help children understand the processes of birth, growth and conception
- To prepare children for the changes that will take place to their bodies at puberty, to reassure them that these changes are normal and acceptable

What are the key themes that will be taught in Health Education?

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body
- Water safety
- Travel safety

What are the aims of Sexual Education?

- To develop children's confidence to talk about the body using scientific vocabulary appropriate to their age or level of development
- To foster a partnership with parents in helping children develop secure, trusting relationships and a sound understanding of bodily changes
- To understand and respect the varied cultural and religious attitudes to an individual's sexuality and relationships (including LGBTQ)
- To be aware of sources of help and to acquire the skills and confidence to use them
- To develop awareness of sexual identity, to challenge sexism and prejudice in society, and to promote tolerance and equal opportunities

What are the key themes that will be taught in Sex Education?

- Naming body parts using correct terminology (part of the science curriculum)
- Appropriate physical boundaries
- Conception (part of the science curriculum)
- Safeguarding
- Stages of the human lifecycle (part of the science curriculum)

- Menstruation (part of the Science curriculum)
- Changing adolescent body (part of the science curriculum)
- Gestation (part of the Science curriculum)

(See Appendix 1)

6. Delivery of RHSE

RHSE is taught within the personal, social, health and economic (PSHE) education curriculum. Some biological aspects of RHSE are taught within the science curriculum. Children with additional needs are included within the whole class, however their individual needs will be discussed with the SENCo and parents if the class teacher has any concerns about a child's ability to understand or engage with the content of the sessions.

Pupils in all key stages receive stand-alone Sex Education sessions delivered by their class teacher. These are age appropriate. You will be notified when these sessions are due to commence in the summer term.

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

Our sex education curriculum is from the Christopher Winter Project – further information available from

<https://www.sexeducationforum.org.uk/about/partners/cwp-resources>

For more information about our RSE curriculum, see our curriculum maps (Appendix 1).

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

The governing body will:

- review and ratify RHSE/PHSE policy
- will provide a link governor to monitor and support

The senior leadership team will:

- agree a suggested scheme of work
- ensure staff receive training. if appropriate
- ensure pupils are protected from inappropriate teaching materials

Staff who teach RHSE/PHSE are expected to:

- provide RHSE/PHSE in accordance with this policy and in a way which encourages pupils to value loving, stable relationships, and the importance of family life
- participate in any training provided which falls in line with the school policy
- implement the agreed scheme of work
- draw to the attention of the Head Teacher any materials which they consider to be inappropriate
- respond appropriately to those pupils whose or wish for their child to be withdrawn from sex education
- respond honestly to children's questions regarding sex and relationship education, with their age and maturity in mind (See Appendix 4).
- consider teaching methods that encompass the differences of groups of children (including when they are due to specific Special Educational Needs or Disabilities) and the potential for discussion on a one-to-one basis or in small groups

consider what is appropriate and inappropriate in a whole class setting, including answering questions that are better not dealt with in front of a whole class

Working with parents

We would very much like to work closely with parents in the delivery of our Relationship, Health and Sex Education. Some ways in which we do this are:

- Individual discussions
- Information in newsletters

- Website -curriculum content and policy

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. Following this a member of the Senior Leadership Team will contact parents to discuss this decision and support them to discuss this topic with their child at home.

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 training and it is included in our continuing professional development calendar.

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

10. Monitoring arrangements

The delivery of RSE is monitored by Ayesha Dent (subject leader) through:

Planning scrutinies, observations, books looks and pupil conferencing

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

This policy will be reviewed by Ayesha Dent (subject leader) at least every 2 years. At every review, the policy will be approved by both the Headteacher and Chair of Governors.

11. Frequently Asked Questions

Can I request my child be excused from Relationships Education?

No. Parents/Carers will not be able to request that their child/ren be excused from any part of Relationships Education.

Can I request my child be excused from Health Education?

No. Parents will not be able to request that their child/ren be excused from Health Education. Health Education includes the teaching of the correct terminology for body parts and learning about the changing adolescent body in a timely way to ensure children are prepared for changes they will experience before they happen.

Can I request my child be excused from the Sex Education curriculum?

Yes. Parents/Carers will be able to request that their child be excused from those parts of lessons that are defined as 'sex education' in the school's RSE policy.

Parents/carers requesting to excuse their child from sex education will be invited to discuss their concerns with a member of staff and asked to specify which aspects of sex education content they wish to withdraw their child from.

Parents/carers cannot request their child be excused from any sex education covered in the science curriculum. Parents/carers should note that the science curriculum includes discussion about human reproduction.

Discussion of sex within relationships education, therefore, provides opportunities to set this learning in the context of meaningful relationships, personal values, health and safety. It is hoped that when parents/carers have opportunities to find out more about what will be taught and how, very few parents/carers will want to do this.

Can I request my child be excused from the elements of sex education taught through the science curriculum?

No. Parents/carers cannot request that their child/ren be excused from any part of the science curriculum, including lessons about reproduction and human development.

Can I request my child be excused from lessons about the changing adolescent body and puberty?

No. Parents/carers cannot request that their child/ren be excused from elements of Health Education. They can only request that their child/ren be excused from what the school defines as 'sex education' in their Relationships Education policy.

There have been protests in the news about the new curriculum being LGBT-inclusive. Can I request that my child be excused from lessons about LGBT people and relationships?

No. The purpose of the Relationships Education is to educate pupils, age appropriately, about relationships and diversity in the world they live in. It is important that pupils know that different families and individuals exist and are respected under the law. LGBT-inclusive curriculum content is not new: it has been a requirement for all schools under the Equality Act 2010.

The Relationships Education curriculum reinforces this by clarifying that the lessons children receive in school must be inclusive of diverse families and be relevant to all pupils. The teaching must promote equality and respect, present material that is accurate and balanced, and it must be underpinned by legal rights and responsibilities. Content related to LGBT people will therefore be fully integrated into the curriculum, rather than being delivered in stand-alone lessons. Parents/carers will not be able to request that their child/ren be excused from this.

Will family diversity be represented?

Yes. Families, both in school and in the wider world, sometimes look different from a child's own family. Pupils will be taught that British society values diversity and that all families deserve respect.

Families are characterised by love and care, even though this may be expressed through different traditions and values. In schools, learning about families must be inclusive. The Relationships Education curriculum must allow every child the right to see their family represented and all pupils must be confident and safe to speak about who they live with and who cares for them.

What will my role as a parent/carer be in Relationships and Sex Education and Health Education teaching? Will our family values be undermined by the curriculum in any way?

Parents/carers are partners with the school in this important area of education, helping to keep children safe and supporting them to thrive. Schools will inform parents/carers about what is being taught across each year group, so that parents/carers can support the learning at home before or after lessons. This gives families the opportunity to talk about their own values, experiences and perspectives.

The government recognises in the guidance that: 'parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.'

Will schools teach about a range of relationships: marriage, civil partnerships, relationships outside of marriage and same sex relationships?

Yes. The curriculum enables children to understand the importance of a stable, secure and loving environment for family life and will include the range of different family types that can provide this. Teaching will therefore represent the full range of committed and mutually supportive stable relationships in our society, including religious and civil marriages, civil partnerships, and relationships outside of formal commitment. The range of families represented will include stepfamilies, same-sex parents, grandparents as parents, adoptive families, and more.

Does sex and relationships education sexualise children?

No. Sex Education is part of the solution to concerns about sexualisation. The evidence shows that comprehensive Sex Education delays sexual activity for young people, and increases the likelihood of using contraception. The National Survey of Sexual Attitudes and Lifestyles (NATSAL, 2013) showed a link between school-based Sex Education and reductions in teenage pregnancy.

Children are naturally curious about growing up, how their bodies work and how humans reproduce. Their questions need to be answered honestly, using language and explanations appropriate for their age and maturity, thus avoiding unnecessary mystery, confusion, embarrassment and shame.

Sex and relationships education addresses the questions and concerns raised by the biological facts – for example, exploring the feelings a new baby can bring, or the effect of puberty on friendships. It provides balance to sometimes distorted messages about sex and gender roles in the media, and helps protect children by explaining boundaries and safety. It develops the language and understanding needed to recognise abusive behaviour and seek help. It also helps pupils to develop respectful and consensual attitudes and behaviours.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the Internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working co-operatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The Internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the Internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

The table below shows the discrete Sex Education content ***in bold*** in each year group.

Year 2	To know where babies come from and that a baby comes from a man and woman. To know the external and internal differences between boys and girls (penis, vulva)
Year 3	<i>To know that babies are made by a man and a woman</i> Male and female body parts
Year 4	(Health Education- Statutory) To know basic information about physical and emotional changes at puberty. (begin to explore periods)
Year 5	(Health Education- Statutory) To know how our bodies physically change during puberty.

	To know how to prepare for and manage menstruation (brief mention of blood vessel dilation in genitalia)
Year 6	To know how babies are conceived (Science Curriculum- Statutory) Safeguarding laws regarding relationships (FGM) (Relationships Education- Statutory) To know what sexting is and the laws surrounding it

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about 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 • 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

TOPIC	PUPILS SHOULD KNOW
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

TOPIC	PUPILS SHOULD KNOW
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

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

TO BE COMPLETED BY PARENTS

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	

