



Trinity St. Peter's

Church of England Primary School

where children shine

Relationships Education and Relationships & Sex Education (RSE) Policy

Guided by Our Faith in Everything That We Say and Do

Our School Vision



At Trinity St. Peter's, we are driven by the belief that every child is a star. In partnership with our local and global community, we equip each child with the skills, values, and mindset to shine. We are committed to creating a school where every child feels they belong, where differences are recognised and celebrated, and where every individual is valued. Our curriculum is innovative, inclusive, and engaging, inspiring a lifelong love of learning and high aspirations.

We nurture children's growth academically, socially, emotionally, and spiritually. Through personal development and opportunities for pupil voice and leadership, we empower children to shape their futures and make a positive difference in the world.

Together, as a community, we work to ensure equity, success for all, and a deep celebration of diversity, rooted in kindness, inclusion, and mutual support.

RSE Vision Statement:

At Trinity St Peter's, Relationships and Sex Education enables pupils to develop the knowledge, understanding and skills needed to build positive relationships, keep themselves safe and make informed choices throughout their lives.

Delivered within the context of our Christian vision and values, RSE supports pupils to understand themselves, respect others and recognise the importance of healthy, respectful relationships.

Our curriculum promotes dignity, equality, inclusion and wellbeing, ensuring that children are prepared for the physical, emotional and social changes they will experience as they grow and develop.

This policy should be read alongside the school's PSHE, Personal Development, SMSC, Safeguarding, Online Safety, Mental Health and Wellbeing and RE policies.

Intent

The purpose of our Relationships and Sex Education curriculum is to equip every child with the knowledge, skills and attitudes needed to build healthy relationships, keep themselves safe and understand the physical and emotional changes associated with growing up.

Our RSE curriculum prepares pupils to:

- develop respectful and caring relationships
- understand family life and the diversity of families
- recognise healthy and unhealthy behaviours
- understand personal boundaries and consent
- know how to seek help and support
- understand physical and emotional changes during puberty
- develop positive attitudes towards themselves and others
- prepare for the opportunities, responsibilities and experiences of adult life

Relationships Education and Health Education are statutory in primary schools. The school also provides age-appropriate sex education beyond the statutory science curriculum, in accordance with this policy, the school's Christian ethos and the Department for Education's statutory guidance.

Relationships Education and Health Education are delivered through the school's PSHE curriculum. Sex education is delivered in accordance with this policy.

Our RSE curriculum is informed by current statutory guidance and best practice, including:

- [Relationship Education, Relationships and Sex Education and Health Education statutory guidance \(revised guidance in force from 1 September 2026\)](#)
- [Keeping Children Safe in Education](#)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#)
- [Working Together to Safeguard Children](#)
- [Online Safety Guidance](#)
- [Mental Health and Behaviour in Schools](#)
- [Preventing and Tackling Bullying](#)
- [Sexual violence and sexual harassment between children in schools](#)

This policy has been reviewed in accordance with the Department for Education's revised statutory guidance, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', which came into effect on 1 September 2026. The school has regard to this statutory guidance in

the planning and delivery of Relationships Education, Health Education and any non-statutory sex education provided at primary phase.

Implementation

RSE is delivered primarily through the Jigsaw PSHE Programme and is supported by wider curriculum learning, collective worship, safeguarding education and pastoral provision.

The curriculum is carefully sequenced from EYFS to Year 6 to ensure knowledge and understanding are developed progressively and age appropriately.

Relationships Education is taught throughout the school year. New age-related RSE content is delivered during the Summer 1 term as part of the school's annual RSE programme.

Safeguarding

Safeguarding is central to the RSE curriculum.

Pupils are taught how to:

- recognise healthy and unhealthy relationships
- identify trusted adults
- understand personal boundaries
- recognise inappropriate behaviour
- stay safe online and offline
- seek help when worried or unsafe

All teaching reflects current safeguarding guidance and supports pupils in understanding how to keep themselves safe.

Mental Health and Wellbeing

Positive mental health and wellbeing are central to effective Relationships and Sex Education. Through the curriculum, pupils learn to recognise and manage emotions, develop resilience, build positive relationships and know how to access support when needed.

Children are taught that looking after their mental wellbeing is just as important as looking after their physical health. Learning is carefully sequenced to support pupils in developing confidence, self-esteem and emotional literacy as they progress through school.

In addition to the planned RSE curriculum, children develop their understanding of relationships, wellbeing, respect and personal responsibility through the school's Christian vision and core values. These values underpin all aspects of school life and provide meaningful opportunities for pupils to apply their learning in real-life contexts.

Service – Hope – Imagine – Nurture – Enjoy

Service

With Christ at the centre, RSE teaches children to treat themselves and others with dignity, kindness and respect. Pupils learn the importance of healthy relationships and responsible choices.

Hope

RSE helps pupils approach growing up with confidence and optimism, understanding that physical and emotional changes are a natural part of life.

Imagine

RSE encourages pupils to think critically about relationships, choices and the influence of the wider world.

Nurture

RSE supports pupils' emotional wellbeing and helps them develop positive self-esteem, resilience and healthy relationships.

Enjoy

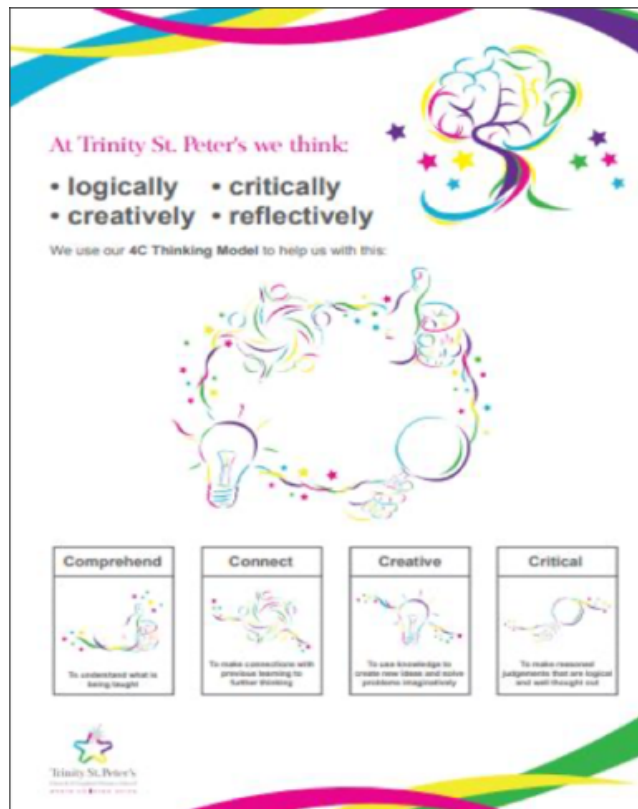
RSE is delivered within a safe and supportive environment where pupils feel comfortable asking questions and exploring age-appropriate concepts.

Christian Ethos and Values

Relationships and Sex Education is delivered within the context of the school's Christian vision and values. Pupils are encouraged to show dignity, compassion, forgiveness, honesty and respect towards themselves and others.

Through RSE, children learn that every person is unique, valued and worthy of respect. The curriculum promotes healthy relationships, responsibility and an understanding of the importance of making positive choices.

We also embed the school's 4C Thinking Model into all RSE lessons.



Equality and Inclusion

This Relationships and Sex Education programme is an entitlement for all pupils. Under the Equality Act 2010 – as well as the ethos of the School - nobody will be excluded from RSE.

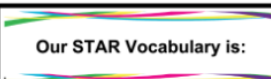
We strive to do the best for all of the students, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation.

The school fulfils its duties under the Public Sector Equality Duty (Equality Act 2010). RSE is taught in a factual, age-appropriate and inclusive manner, promoting respect for all protected characteristics, including sex, sexual orientation and gender reassignment. Teaching reflects statutory guidance and the law and is delivered in a factual, age-appropriate and balanced manner.

Vocabulary is VITAL

Valued	We value vocabulary in RSE because it enables pupils to communicate confidently about relationships, wellbeing, safety, puberty and human development.
Identified	Key vocabulary is carefully identified through the RSE curriculum and Jigsaw units and is explicitly planned for.
Taught	Vocabulary is explicitly taught, modelled and explored through discussion, stories, scenarios, role-play and direct instruction.
Applied	Pupils apply vocabulary through discussion, reflection, collaborative activities and written responses, helping them use language accurately in meaningful contexts.
Learned	Vocabulary is revisited regularly through retrieval practice, assemblies, curriculum learning and wider school experiences to ensure it is retained in long-term memory.

We follow the STAR approach (**S**elect, **T**each, **A**ctivate, **R**evisit) to teach new or unfamiliar vocabulary.

 Our STAR Vocabulary is:	 What does it mean?
 How does this word connect to the topic?	 How can I remember it?

EYFS

In the Early Years Foundation Stage, Relationships Education is embedded throughout daily provision, relationships and learning experiences.

Children are supported to:

- form positive relationships
- recognise and talk about feelings
- understand that families are all different
- develop kindness, empathy and respect
- understand that their body belongs to them
- identify trusted adults who can help them

These foundations prepare children for future Relationships Education learning.

Special Educational Needs and Disabilities

All pupils are entitled to access a broad and balanced RSE curriculum.

Learning is adapted through quality first teaching, appropriate scaffolding and reasonable adjustments to ensure all pupils can access the curriculum successfully.

Where appropriate, teaching is personalised to meet individual needs and enable pupils to develop the knowledge, skills and understanding required for adulthood.

Relationships Education Strands

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

Objectives are carefully sequenced across EYFS to Year 6 to ensure progression and age-appropriate coverage.

Progression Documents

A comprehensive set of progression documents are provided in the appendices (see Appendix 1).

Specific Issue Statements

Confidentiality

We recognise that effective Relationships and Sex Education relies on pupils feeling safe, respected and able to ask questions. Pupils are encouraged to talk to trusted adults in school if they have worries or concerns.

However, staff cannot guarantee confidentiality. If a pupil makes a disclosure that suggests they may be at risk of harm, or if information shared raises a safeguarding concern, this will be dealt with in line with the school's Safeguarding and Child Protection Policy and reported to the Designated Safeguarding Lead (DSL).

Ground rules are established at the start of each unit of work to create a respectful and safe learning environment. Pupils are reminded that:

- No one is required to share personal information.
- Questions should not be about specific individuals.
- Respectful language must be used at all times.

Where appropriate, staff may encourage pupils to speak to parents or carers about matters discussed in RSE lessons. If a pupil requires additional support, this will be provided in a sensitive and proportionate way.

All staff are trained in safeguarding procedures and understand their statutory duty to share information where a child may be at risk of significant harm.

Answering Children's Questions

Children's questions will be dealt with, as in other lessons, in an honest and sensitive manner appropriate to the level of the pupils understanding and religious and cultural background.

Using Visitors

In accordance with the school policy, visitors will be invited to school in order to supplement or complement the programme of work. For example, a mother who is pregnant or who has just had a baby may be invited in, or a midwife.

The school liaises with local police / community support officers and organisations such as Aerial Trust, who will support the school in matters such as outdoor safety and online safety.

Any materials used by visitors, including health professionals, will be viewed by the class teacher beforehand. The class teacher will remain with the class during the visitor's contribution to the lesson. A senior member of staff will have been informed.

Parents

We are well aware that the primary role in children's sex education lies with parents/carers. We endeavour to maintain positive and supportive relationships with our parents/carers by:

- Keeping parents/carers informed of upcoming lessons. All RSE programmes will be delivered during Summer 1 term, ensuring children have a half-term break to discuss any

issues with their parents and have an additional half-term to raise any worries with their class teacher.

- Giving parents the opportunity to provide feedback on our RSE curriculum and policy documents.*
- Signposting parents/carers to materials/agencies that can offer support. This includes a directory of services for mental health, which can be found on the school website.
- Ensuring parents/carers understand that there is no right to withdraw from statutory Relationships Education or Health Education, but that they may request withdrawal from any non-statutory sex education provided by the school.
- Take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for sex education in the school.

* 'FAQs' from parent feedback over recent years can be found in Appendix 2.

Withdrawing Pupils

Parents do not have the right to withdraw their child from statutory Relationships Education. Parents may request withdrawal from non-statutory elements of sex education taught as part of RSE. Requests must be made in writing to the Headteacher and will be discussed on an individual basis. Further information regarding parents' rights to withdraw can be found in the [Department for Education's statutory guidance on Relationships Education and RSE](#).

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Concerns

Any complaints should be taken to the class teacher, if the teacher cannot resolve the situation then the head teacher should be informed.

Impact

Pupils leave Trinity St Peter's with the knowledge, understanding and confidence needed to build positive relationships, keep themselves safe and navigate the physical and emotional changes associated with growing up.

Pupils demonstrate respect for themselves and others, understand how to seek help when needed and are prepared for the next stage of their education and development.

The impact of the RSE curriculum is measured through:

- pupil voice
- safeguarding awareness
- lesson assessment
- participation and engagement
- curriculum monitoring
- parent feedback
- monitoring of wellbeing and behaviour indicators

Policy reviewed: September 2026

Next review: September 2027

Appendix 1:

Objectives across each year group are carefully sequenced to ensure that pupils progressively develop knowledge, skills and understanding within each of these strands in an age-appropriate manner.

In Foundation Stage, children:

- Show sensitivity to others' needs and feelings;
- Form positive relationships with adults and peers;
- Talk about how they and others show feelings;
- Understand family diversity (including same sex couples/parents, single parents, foster families, adoptive families, extended families);
- Understand that their body belongs to them;
- Identify trusted adults who they can talk to if they feel upset.

Vocabulary

Family, friends, different, jobs, relationships, feelings, words, lonely, upset, argue, fall out, confused, afraid, happy, love, calm me, private, 'privates are private'.

At Year One, children:

- Should be able to name parts of the body (including external genitalia);
- Discuss some differences between boys and girls;
- Recognise and discuss some stereotypes;
- Understand where they can go for help and advice.

Lifecycles Vocabulary

Changes, life cycle, baby, adulthood, adult, grown up, mature, change, private.

Boys' and Girls' Bodies Vocabulary

Male, female, vulva, vagina, thigh, waist, penis, testicles, anus.

At Year Two, children:

- Understand ways they have changed since birth;
- To understand the difference between secrets and surprises and to know that they don't need to keep secrets for adults;
- Learn about life cycles of animals;

- Understand the idea of growing from young to old and learn that all living things reproduce;
- Understand where they can go for help and advice.
- Begin to understand that if someone makes them feel unsafe or uncomfortable, they should tell a trusted adult.

General Vocabulary

Change, grow, life cycle, control, baby, adult, fully grown, respect, appearance, physical.

Changing Me

Baby, toddler, child, teenager, adult, independent, timeline, freedom, responsibilities.

Boys' and Girls' Bodies Vocabulary

Male, female, vagina, penis, testicles, anus, public, private.

Assertiveness Vocabulary

Touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable.

At Year Three, children:

- Understand that unkind or discriminatory language, including homophobic language, is unacceptable and should be reported.
- Understand what inappropriate touch is;
- Recognise the importance of personal hygiene (including dental);
- Understand where they can go for help and advice.

General Vocabulary

Stereotypes, roles, homophobia, homosexuality, challenge.

Babies Vocabulary

Changes, birth, animals, babies, mother, growing up, uterus, womb, nutrients, love, affection, care, survive.

Outside Body Changes Vocabulary

Change, puberty, control, breasts, penis, testicles, facial hair.

Inside Body Changes Vocabulary

Puberty, male, female, testicles, sperm, penis, ovaries, egg, womb, vagina, reproductive system.

At Year Four, children:

- Understand that teasing, name-calling or inappropriate comments about someone's body are not acceptable and know how to seek support if this happens.
- Consider stereotype in media (including gender stereotypes);
- Understand physical and emotional changes they will experience during puberty;
- Understand the importance of personal hygiene;
- Understand what inappropriate touch is;
- Understand where they can go for help and advice.

Vocabulary

Personal, Misogyny, unique, characteristics, parents, control, change, acceptance, stereotypes, perceptions, characteristics, judgements, hygiene, personal space.

At Year Five, children:

- Understand that some online content and media portray unrealistic or unhealthy representations of bodies and relationships and may not reflect real life.
- Understand physical and emotional changes they will experience during puberty;
- Understand animal reproduction;
- Understand where they can go for help and advice.
- *Understand what to expect as they begin their menstrual cycle (girls only).*

Vocabulary

Self, self-image, self-esteem, body image, perception, characteristics, aspects, affirmation, assertive, teenager, perceptions, responsibilities, milestones.

Puberty Vocabulary (Girls)

Puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovary, vagina, womb/uterus, penis, ovaries, sperm, eggs, womb, growth spurt, hormones.

Puberty Vocabulary (Boys)

Puberty, vagina, testicles, penis, sperm, eggs, semen, erection, ejaculation, wet dream, facial hair, growth spurt, hormones.

Conception Vocabulary

Relationships, conception, pregnancy.

At Year Six, children:

- All pupils understand the menstrual cycle and the physical and emotional changes associated with it.
- Substance misuse (see Y6 Science Curriculum);
- Understand the importance of personal hygiene;
- Understand human sexual reproduction;
- Recognise when relationships are not positive;
- Know British Law (legal age of sexual intercourse);
- Understand their right to say no (resisting peer pressure / consent);
- Recognise sexual harassment, including unwanted comments, gestures or behaviour, and understand that it is never acceptable.
- Understand that creating or sharing sexual images of someone without consent is harmful and against the law.
- Know how to report concerns about peer behaviour to a trusted adult in school.
- Know where to go for help and advice.

General Vocabulary

Self-image, self-esteem, real self, celebrity, respect, independence, transition, opportunities, responsibilities, attraction, love, relationship, sexting, negative body-talk, mental health, choice, challenge.

Puberty Vocabulary

Puberty, pubic hair, voice breaks, menstruation, semen, growing taller, facial hair, erection, tampon, breasts, hormones, wet dream, ovulation, sanitary towel, testicles, sperm, underarm hair, penis, feeling moody, vagina, womb, fallopian tube, reproductive system.

Conception to Birth Vocabulary

Pregnancy, fertilises, labour.

Once objectives are taught in a particular year group, they may be referred back to in following year groups as part of PSHE lessons or general class discussions. For example, children are reminded of family diversity (single parents, same-sex parents etc.) throughout primary school and posters relating to different family structures are displayed around school. The NSPCC's 'Underpants Rule' is revisited in Reception and KS1 at the start of the year to remind children of the importance of respecting themselves and others.

All year groups will also recap prior knowledge and content taught at the start of their RSE Week, if relevant to the learning taking place that week.

Other aspects of RSE - such as online safety and bullying – are covered throughout the year in every year group. For example, all children revise and learn new knowledge about how to keep safe online in their first Computing unit of each academic year.

Appendix 2:



Relationships and Sex Education

FAQs:

(Based on annual feedback and questions from parents)

How can I support my child at home?

Class teachers have been made aware of all the parents in their class who noted in the survey that were unsure of how they could support their child at home. They will be getting in touch shortly to discuss the content of work with you and offer advice.

We have now also created a section on our website for Relationships and Sex Education. This includes many age-appropriate materials and resources to help you further support your child at home.

Will teachers revisit previous learning before teaching the children new content?

All class teachers will be revisiting previous content before teaching the new content for their year group. This is especially important this year, given the new amendments made to our policy and the likelihood that some previous content may not have been taught before this year.

Will the NSPCC's "Underpants Rule" be taught to younger children from Reception onwards?

Yes, the "Underpants Rule" is first taught in Nursery is revisited throughout EYFS and Key Stage One.

Will 'inappropriate touch' be taught to all year groups from Foundation and reinforced during RSE for all year groups including Y5 and Y6?

Yes, class teachers understand the importance of some objectives being revisited in every year group, including 'inappropriate touch'.

Will pupils learn about homosexuality in order to be taught about homophobic language?

Yes, our pupils are made aware of homosexuality from an early age, using many age-appropriate story books and posters around school. Pupils learn that there are many different types of families and that all are equally important e.g. a family where the child is being brought up by grandparents, a single parent family, a family with same sex parents and a family with adopted parents.

Events we celebrate through the year as part of our PSHE curriculum also open up discussions around equality and diversity in our community, including Anti-Bullying Week, Hate Crime Awareness Week and International Day Against Homophobia and Transphobia.

Can Y5 boys be taught about menstruation and the menstrual cycle so they understand what changes the girls in their class will be going through?

Both the school and Governing Body feel that in Year 5, both the boys and girls will be learning a lot of new knowledge about how their own bodies will be changing as they go through puberty. For

some children, this can be quite an overwhelming experience and so we feel that at this stage, the main focus should be on their own bodies and the changes they will go through. However, if any parents wish to further educate their son at home about menstruation and the menstrual cycle, we have included materials and resources in the RSE section of our website for support.

Will personal hygiene be discussed in UKS2?

Yes, personal hygiene will be discussed in both Year 5 and Year 6 RSE lessons.

Can children be taught about masturbation?

The school feel that this can be a highly sensitive subject and goes beyond the expectations of a primary school teacher in line with the government guidance at this time. However, resources have been shared in the RSE section of our school website to support parents on how to discuss masturbation with their child.

Why are you teaching my child about sexual harassment and sexting in primary school?

We teach this in Year 6 because safeguarding guidance requires schools to ensure pupils understand harmful behaviour before transition to secondary school. This is taught in an age-appropriate way and focuses on safety, consent and reporting, not explicit content.