HOLY TRINITY CATHOLIC PRIMARY SCHOOL

RHSE Policy

Revised: September 2026

Date of next review: To be reviewed annually

Signed: **Role**: Chair of Governing Body **Adopted by the Governing Body**:

1. RSHE Policy for Primary School

Introduction

This policy sets out Holy Trinity Catholic Primary School's approach to Relationships, Sex and Health Education, hereafter referred to as RSHE. It applies to all pupils in our school and is designed to support pupils' moral, social, mental and physical development, their safety, and their preparation for later life. The policy reflects statutory requirements for relationships education and health education in primary schools, and where sex education is taught, it sets out how this will be delivered in a clear, age-appropriate and inclusive way.

RSHE is delivered as part of the wider curriculum and whole-school approach to safeguarding, behaviour, wellbeing and personal development. Holy Trinity recognises that strong RSHE provision contributes to pupils' understanding of respectful relationships, personal boundaries, emotional literacy, online safety, and how to recognise and report harm. The curriculum is planned with regard to national guidance, with a focus on careful sequencing, accessibility, parental engagement, and accurate, sensitive teaching.

Aims

Holy Trinity Catholic Primary School aims to ensure that RSHE:

- supports pupils to develop positive, respectful and caring relationships
- helps pupils keep themselves and others safe
- promotes emotional literacy, self-worth, self-respect, resilience and self-regulation
- teaches pupils to recognise and respond to bullying, prejudice, abuse and unsafe situations
- enables pupils to understand boundaries, consent, privacy and personal safety in age-appropriate ways
- develops pupils' understanding of families, friendships, difference and inclusion
- promotes healthy lifestyles, including physical activity, sleep, nutrition, hygiene and wellbeing
- gives pupils accurate, age-appropriate knowledge that prepares them for future learning and later life
- supports a calm, respectful and inclusive school culture
- ensures teaching is consistent, inclusive, responsive to need, and grounded in safeguarding

Statutory Requirements

Holy Trinity Catholic Primary School will meet all statutory requirements relevant to primary RSHE, including the following:

- Relationships education is compulsory for all pupils receiving primary education.
- Health education is compulsory in all schools covered by the guidance, including primary schools.
- Sex education is not compulsory in primary schools, except for content taught within the science curriculum.
- Where Holy Trinity chooses to teach sex education beyond statutory science content, parents will be consulted and have the right to request withdrawal of their child from that content.
- Holy Trinity must have an up-to-date written RSHE policy, publish it on our school website, and provide a copy free of charge on request.
- Holy Trinity must have regard to statutory guidance and explain any departure from it where relevant.
- Holy Trinity must ensure RSHE teaching is compliant with safeguarding duties, equality duties, SEND duties, and data protection requirements.
- Parents do not have the right to withdraw their child from relationships education or health education.
- Parents do have the right to request withdrawal from sex education in primary, other than content taught as part of science.
- Where a pupil is withdrawn from sex education, Holy Trinity will provide appropriate, purposeful alternative learning during the period of withdrawal.

Curriculum Coverage

RSHE in our school covers three broad areas: relationships education, optional sex education where chosen by the school, and health education. The curriculum is taught in a sequenced and age-appropriate way so that pupils revisit key ideas with increasing depth as they mature.

Relationships education

Pupils learn about:

- families and people who care for them
- caring friendships
- respectful, kind and healthy relationships
- online safety and awareness
- being safe

This includes understanding that families may take many forms, that relationships should be based on care and respect, and that pupils have the right to feel safe. Pupils also learn about bullying, stereotypes, boundaries, privacy, body ownership, trusted adults, reporting concerns and how to seek help.

Optional sex education in primary

Through the teachings of Jesus, Holy Trinity Catholic Primary School, uses Journey in Love to further educate our pupils in relationship and sex education. Prior to the delivery of certain lessons, parents will have the opportunity to take part in a teacher/parent talk about the content of the curriculum. Holy Trinity ensures that any sex education is medically and age-appropriate, taught with sensitivity, clearly distinguished from relationships education and taught with the teaching of the Catholic Church at its center.

Health education

Health education covers:

- physical health, including exercise, sleep, nutrition and hygiene
- emotional wellbeing and recognising feelings
- mental wellbeing and asking for help
- self-care and personal safety
- puberty and menstruation where appropriate
- self-regulation, perseverance and healthy habits

Curriculum overview

Area	Broad content focus
Families	Love, care, stability, difference, commitment and help-seeking
Friendships	Making friends, managing conflict, inclusion, loneliness and repair
Respect and boundaries	Courtesy, assertiveness, self-respect, consent and safe behaviour
Online safety	Privacy, reporting, fake identities, sharing information and harmful content
Being safe	Trusted adults, unsafe touch, unsafe situations, abuse recognition and help-seeking
Health and wellbeing	Emotions, physical activity, sleep, nutrition, hygiene, puberty and menstrual health
Optional sex education	Scientific understanding of reproduction, conception and birth Teachings of the Catholic Church through Journey in Love

Curriculum Implementation

RSHE is taught as part of Holy Trinity's planned curriculum and wider safeguarding culture. It is not delivered as isolated sessions only, but woven through curriculum subjects, assemblies, class discussion, pastoral support and whole-school routines where appropriate. Holy Trinity Catholic Primary School will:

- plan RSHE using a clear curriculum map showing what is taught, when and by whom
- ensure teaching is age appropriate, accurate and inclusive
- use explicit teaching of vocabulary so pupils can discuss relationships, feelings, safety and health confidently
- use discussion, scenarios, role-play, retrieval practice and guided reflection to deepen understanding
- revisit key themes regularly in a spiral curriculum
- use distancing techniques for sensitive topics, such as fictional characters, scenarios or case studies
- maintain clear classroom ground rules to support respectful discussion
- respond to local and emerging needs, including online risk, bullying, bereavement, peer conflict or safeguarding concerns
- ensure resources are checked for accuracy, suitability and inclusivity before use
- provide advance information to parents where lessons involve optional sex education or where planned content differs from the published policy

Teaching staff and external providers

RSHE is normally taught by class teachers or other staff who know the pupils well, e.g. our Learning Mentor, and have been trained to deliver sensitive content. Where external providers are used, leaders will ensure that:

- they are briefed on school expectations, safeguarding procedures and the curriculum intent
- their materials are reviewed in advance
- their contribution fits the school's policy and sequence
- pupils' questions and disclosures are handled safely and appropriately

Handling difficult questions

Staff will handle questions in a calm, honest and age-appropriate way. Holy Trinity expects staff to:

- answer briefly and accurately
- avoid unnecessary detail
- use agreed language and terminology
- redirect questions that are not appropriate for the age group
- use anonymous question boxes were helpful
- signpost pupils to trusted adults where needed
- report any safeguarding disclosure or concern immediately in line with child protection procedures

If a question relates to sex education content from which a child has been withdrawn, Holy Trinity will manage this sensitively and in line with parental rights and safeguarding practice.

Assessment

There is no national test or formal attainment target for RSHE. Assessment is ongoing, low-stakes and used to inform teaching, support and curriculum planning.

Holy Trinity will use a range of assessment approaches, including:

- questioning during lessons
- observation of discussion and participation
- pupil voice
- retrieval tasks
- short reflective activities
- review of work where appropriate
- staff discussion of misconceptions, vocabulary gaps and emerging needs

Assessment will focus on whether pupils:

- understand the key knowledge taught
- can use accurate vocabulary
- know how to keep themselves safe and seek help
- can apply learning in age-appropriate scenarios
- demonstrate respectful attitudes and understanding

Where assessment or discussion reveals safeguarding concerns, staff will follow child protection procedures immediately.

Roles and Responsibilities

Governors and trustees

Governors and trustees will:

- approve the RSHE policy
- ensure the policy is compliant, current and published
- hold leaders to account for curriculum quality, safeguarding and parental engagement
- review evidence of implementation and impact

Headteacher

The headteacher will:

- ensure RSHE is taught effectively and consistently
- decide on any use of external providers
- manage requests for withdrawal from sex education
- ensure consultation with parents takes place
- oversee the monitoring and review of the policy

RSHE subject lead

The RSHE subject lead will:

- plan and maintain the curriculum sequence and overview
- ensure teaching materials are age appropriate, inclusive and accurate
- support colleagues with planning and delivery
- gather evidence of implementation and pupil response
- coordinate review, adaptation and staff support

Teachers and support staff

Staff will:

- teach RSHE in line with the policy and curriculum plans
- create a safe, respectful classroom environment
- use agreed language and routines
- identify and report safeguarding concerns
- adapt teaching where needed for individual pupils or groups

Parents and carers

Parents and carers are encouraged to:

- engage with Holy Trinity's RSHE curriculum and materials
- attend consultation opportunities
- discuss learning at home
- communicate with our school about any concerns or sensitivities

Inclusion

The school is committed to ensuring that RSHE is accessible to all pupils, including those with special educational needs and disabilities, those with communication needs, those who are neurodivergent and those with additional vulnerability or trauma-related need.

Holy Trinity will:

- make reasonable adjustments to teaching and resources
- use visual supports, chunked information, repetition and predictable routines were helpful
- adapt vocabulary and complexity to pupils' developmental stage
- avoid assumptions about pupils' family circumstances, identity or experience
- represent a range of families and experiences positively and respectfully
- avoid stereotyping boys, girls or any group
- provide additional adult support where appropriate
- work with parents, specialists and pastoral staff where individual adaptation is needed
- ensure pupils can access discreet support if they feel anxious or unsafe

The school will take a trauma-informed and protective approach for vulnerable pupils, maintaining emotional safety and ensuring consistent responses to any disclosure.

Professional Development

Holy Trinity recognises that confident, safe and effective RSHE delivery depends on high-quality staff training. Staff involved in RSHE will receive appropriate training in:

- curriculum content and sequencing
- safeguarding and child protection
- handling difficult questions
- managing disclosures
- inclusive practice and avoiding stereotyping
- age-appropriate language and teaching strategies
- supporting pupils with SEND
- use of resources and external provider materials

Training will be refreshed regularly and adapted in response to curriculum changes, safeguarding developments, pupil need and staff confidence.

Inspectorate Expectations

The school's RSHE curriculum is designed to support the expectations associated with inspection of personal development, behaviour and attitudes, safeguarding, leadership and management and early years provision where relevant.

The school will demonstrate that:

- RSHE is broad, well sequenced, ambitious and age appropriate

- pupils learn how to form positive relationships and stay safe
- pupils understand difference, respect, bullying, boundaries and help-seeking
- safeguarding is embedded in the curriculum and school systems
- staff are trained and confident in delivering sensitive content
- pupils have opportunities to express views and ask questions safely
- leaders monitor quality, implementation and impact
- parents are informed, consulted and able to access policies and materials

The curriculum contributes to pupils' personal development by helping them build resilience, emotional literacy, self-respect, kindness and trustworthiness. It supports behaviour and attitudes by promoting respect, calm discussion and an inclusive school culture. It supports safeguarding by teaching pupils how to recognise risk, report concerns and identify trusted adults.

Monitoring and Review

The headteacher and RSHE subject lead will monitor the quality and impact of RSHE through:

- planning scrutiny
- lesson visits or learning walks
- pupil voice
- staff feedback
- review of resources and curriculum materials
- analysis of safeguarding trends and curriculum need
- consideration of parental feedback and consultation responses

The governing board or trustees will review the policy at least annually and sooner if national guidance, safeguarding requirements, curriculum needs or school context change. The review will consider:

- whether the curriculum remains age appropriate and well sequenced
- whether pupils are learning the intended knowledge and skills
- whether teaching is consistent, accurate and inclusive
- whether parental engagement and transparency remain effective
- whether staff training needs have changed

The policy will be formally approved by the governing body or trustees, published on the school website, and made available free of charge on request

Links to Other Policies

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality Policy
- SEND Policy
- Online Safety Policy
- Attendance Policy
- Relationship and Behaviour Expectations
- Complaints Policy
- Data Protection Policy
- Science Curriculum Policy or Science Curriculum Plan
- Mental Health and Wellbeing Policy
- Staff Code of Conduct
- Acceptable Use Policy