



Holy Trinity
CE Primary School

Relationships and Health Education Policy

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Part of



**The Sycamore
Church of England
Trust**

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CURRICULUM INTENT STATEMENT

Holy Trinity is a vibrant and inclusive community, enriched by children from many different cultures and backgrounds. Each child arrives with their own experiences, and our curriculum is carefully designed to build on these, giving them the knowledge and understanding they need to thrive in the wider world.

Through their learning, children will:

- Develop the language and vocabulary to express themselves clearly and talk confidently about their learning.
- Discover people, cultures, and experiences from across history, science, and the arts.
- Explore extraordinary places, both near and far, broadening their horizons and curiosity about the world.
- Secure the essential skills of reading, writing, and mathematics, laying strong foundations for life beyond our school.

We will:

- Make use of children's own experiences to anchor their learning in the familiar but also widen their experience.
- Give them a sense of place in Bury, in the UK and in the world.
- Weave our school ethos and Christian Values through the curriculum.
- Develop resilience in all children through the opportunities we provide for them.
- Develop children's ability and confidence to be active citizens, able to make a difference in the world.

Children will leave Holy Trinity as confident, competent learners who have the skills, knowledge, and language to contribute meaningfully to their community and to continue their learning successfully in high school and beyond.

This policy outlines the organisation, management and teaching of Relationships and Health Education(RHE/Life Education) at Holy Trinity Primary School.

INTENT

From September 2020, all primary schools are required to teach Relationships and Health Education as a statutory requirement as per section 34 of the Children and Social Work Act 2017. This will be incorporated into our PSHE (Personal, Social, Health and Economic) Education, which is called Life Education.

This policy outlines the organisation, management and teaching of Relationships and Health Education (RHE) at Holy Trinity Primary School. At Holy Trinity Primary School, our overarching intent is for children to take part in RHE education which ensures all pupils are provided with the knowledge, understanding and skills to make responsible choices and developing resilience through the opportunities we provide for them. Through our RHE education we aim to promote children's spiritual, moral, social and cultural development whilst embedding British Values to empower children to lead healthy, safe, tolerant and fulfilled lives.

Children will leave Holy Trinity Primary School as confident and competent learners who possess the skills, knowledge and language to contribute positively to their community and continue their learning in high school and beyond.

Aims

The aims and purposes of RHE education in this syllabus reflect those set out in the 2025 Relationships Education, Relationships and Sex Education(RSE) and Health Education. They are to enable pupils:

- to know about risks and the knowledge and skills to make safe and informed decisions in an ever changing world.
- to develop the knowledge and skills that will enable them to make Informed and ethical decisions about their physical and mental wellbeing, health and relationships.
- to prepare for opportunities and responsibilities of adult life and promote moral, social, mental and physical development.
- to cultivate positive characteristics, including resilience, self- worth, self-respect, honesty, integrity, courage, kindness and trustworthiness.
- to prevent harms by understanding and identifying when things are not right.
- opportunities to explore and engage in meaningful dialogue regarding their own and other's values, attitudes, beliefs, rights and responsibilities.

Principal aim

The principal aim of RHE education is for pupils to have a safe, inclusive, and supportive learning environment where every child is valued and able to achieve their full potential. ensuring positive behaviour, mutual respect, and high expectations for all members of the school community.

The curriculum for **RHE education** aims to ensure that all pupils:

- have accurate, balanced and relevant knowledge.
- take part in learning opportunities and discussion to turn that knowledge into personal understanding and application.
- have opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities, every voice is valued.
- achieve the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- have opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.
- take part in learning opportunities to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.

Relationships and Health Education is for all pupils:

RHE addresses both pupil's direct experience and preparation for the future.

Therefore, it is necessary to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. We feel RHE should reflect the universal needs shared by all pupils as well as the specific needs of our school pupils, therefore teaching is enhanced by visitors, health professionals, trips, topic days and learning opportunities to apply the skills taught.

Relationships and Health Education is not about the promotion of sexual activity.

This policy is based on the **Department for Education's statutory guidance** for Relationships Education, Relationships and Sex Education (RSE), and Health Education (2025).

- Relationships Education is compulsory for all primary pupils.
- Health Education is compulsory for all primary pupils.
- Sex Education is not compulsory in primary schools, but elements of human reproduction are taught as part of the science curriculum.

Policy Development

This policy has been developed in consultation with Trustees, staff, pupils and parents.

The consultation and policy development process involved the following steps:

- Review - a member of staff or working groups pulled together all relevant information including relevant national and local guidance.
- Staff consultation - all school staff were given opportunity to look at the policy and resources and make recommendations.

Parent/stakeholder consultation - parents and any interested parties were invited to look at the policy and make comments.

- Pupil consultation - Pupil's views were collated to ascertain what they wanted from their Relationships and Health Education.
- Ratification - once amendments were made, the policy was shared with governors and ratified.

IMPLEMENTATION

Teaching and Learning

Inclusive Quality First Teaching, the effective inclusion of all children in high-quality everyday personalised teaching, is offered to all pupils. At Holy Trinity, we are currently implementing the Five-a-Day Principle developed by the Education Endowment Foundation in delivering Quality First Teaching.



At Holy Trinity we implement a curriculum that is progressive throughout the whole school. Starting with the Early Years Foundation Stage who lay the foundations for learning using the 'Statutory Framework for EYFS' supported with guidance from 'Development Matters'. This provides all children in Nursery and Reception the opportunity to explore different aspects of 'Understanding the World' "Personal, Social and Emotional Development" including 'self-regulation, managing self and building relationships'. This is followed by Key Stage 1 where pupils learn how to keep themselves healthy and safe, build effective relationships, identify different emotions and how to manage them. They also learn about the world in which we live and how to recognise hazards. Building on this learning in Key Stage 2, pupils are introduced to peer pressure, smoking, vaping and water safety, alongside consolidating earlier taught topics. PSHE education at Holy Trinity also gives the following opportunities.

pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

- children identify people they can trust and how to ask for help.
- children learn strategies to manage emotions and situations, know how to ask for help.

At Holy Trinity PSHE education is taught through a spiral program of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. Through high quality planning and teaching our ultimate aim is to ensure as many children as possible achieve the expected standard in their learning. This is completed through adaptive teaching ensuring learners are supported in line with the school's commitment to inclusion. Outcomes are regularly reviewed to ensure that they reflect a sound understanding of the key identified knowledge and skills

Curriculum

At Holy Trinity Primary School, we follow a broad and balanced programme of study developed by One Decision. It ensures coverage of the Department of Education's statutory requirement for Relationships and Health Education. This is a whole school syllabus, and learning is built on year by year to meet the needs of our pupils. Biological aspects of Relationships and Health Education are taught within the science curriculum. Pupils in Year 5 are introduced to Puberty, which is then re-visited in Year 6 where they take part in puberty lessons delivered by a trained professional.

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, using correct terminology so pupils are fully informed and not seeking information online.

What is taught in PSHE Education?

At Holy Trinity we ensure that PSHE education has the same importance given to it as the core subjects, as we feel it is essential in enabling all pupils to gain "real-life" experiences.

The topics taught in each class show clear progression through the year groups and help to support pupil's development in using vocabulary and critical thinking. This becomes more complex as the children move through school. At the start of each topic, prior learning is revisited.

Relationships and Health Education focus on teaching the fundamental building blocks and characteristics of positive relationships, including:

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

Health Education includes:

- 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

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

PSHE Education and Inclusion

PSHE education is a subject that is rich in opportunities to provide positive images of race, religion, culture, ethnicity and gender for all children at Holy Trinity. It is also a subject that allows our children to understand that some people have/have had negative attitudes towards those who are/were different from themselves. Through teaching and careful use of resources we will challenge such attitudes and allow boys and girls of all ages, abilities, races, religions, cultures and backgrounds to acquire a sense of self- worth and belief. RHE will be taught in line with safeguarding policies.

Through our PSHE education we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies.

RHE education is central to fostering an inclusive school culture where every pupil feels valued and respected. Through a Rights Respecting Schools approach, pupils are encouraged to understand their own rights as well as the rights of others, promoting equality, empathy, and responsibility. Our curriculum also explores the protected characteristics, ensuring pupils develop respect for diversity, challenge discrimination, and celebrate differences.

SEND

The RHE curriculum is designed to be inclusive and accessible for all children, ensuring children with additional needs have every opportunity to succeed regardless of their barriers to learning. The development of the curriculum considers these barriers and how these can be addressed through the planning and delivery of lessons that build on skills and knowledge from previous years.

We enable all pupils to have access to the full range of activities involved in religious education. Where children are to participate in activities outside the classroom (e.g. road safety) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

IMPACT

Through the effective implementation of this RHE policy, pupils develop age-appropriate knowledge, skills, and understanding to support their wellbeing and personal development. Children demonstrate increased confidence in managing emotions, forming positive relationships, and showing respect for themselves and others. As a result, pupils are better prepared to make safe, informed choices and to contribute positively to school life and the wider community.

ROLES AND RESPONSIBILITIES

The Governing Board

The Trustees and Governing Board will approve and ratify the RHE policy.

The Headteacher

The Headteacher and PSHE lead are responsible for ensuring RHE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering Relationships Education and Health Education in a sensitive manner.
- Modelling positive attitudes to Relationships and Health Education.
- Monitoring progress
- Responding to needs of individual pupils.
- Responding appropriately to pupils whose parents have concerns regarding the curriculum we teach.

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

Pupils

Pupils are expected to fully engage in Relationships and Health Education and when discussing issues treat others with respect and sensitivity.

Parent's right to withdraw

Parents do not have the right to withdraw pupils from Relationships and Health Education or the statutory content as contained in the science curriculum.

Training

Staff are trained in the delivery of Relationships and Health Education as part of their induction and it is included in our continuing professional development calendar. The One Decision website also has a training portal which is available to all staff to meet their training needs.

The Headteacher will also invite visitors from outside the school, such as school nurses or health professionals to provide support to staff.

Monitoring Arrangements

The delivery of Relationships and Health Education is monitored by the Headteacher and SLT, through learning walks and pupil and staff discussions.

This policy will be reviewed annually.