



**Knights Templar Community Church School
and Nursery**

Work at it with all your heart

Head Teacher: Mrs Laura Weaver, BA Hons QTS

Relationships, Sex and Health Education (RSHE) Policy

<i>Date Approved by the Governing Board</i>	<i>Review Period</i>	<i>Date to be reviewed</i>
<i>February 2026</i>	<i>Annual</i>	<i>February 2027</i>

Context:

Knights Templar Community Church School and Nursery's approach to Relationship, Sex and Health Education (RSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:

"So God created humankind in his image, in the image of God he created them"

(Genesis 2:7)

"I have come in order that you might have life - life in all its fullness"

(John 10:10)

At, Knights Templar Community Church School and Nursery everyone will be treated with dignity as all people who are made in the image of God and are loved equally by God.

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Aims:

Our school seeks to ensure that the RSHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RSHE within a moral (but not moralistic) framework.

RSHE at Knights Templar Community Church School and Nursery is about what constitutes wellbeing and loving care for ourselves (physical and mental health education), how we show loving care for others (relationships education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (sex education).

It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life.

Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Defining Relationships Education

Relationships Education is learning about:

- Families and people who care for me
- Caring friendships and peer relationships
- Respectful behaviour, kindness and inclusion

- Recognising unhealthy or unsafe relationships
- Online relationships and digital safety
- The importance of honesty, trust and boundaries

It supports the children to:

- be appreciative of existing relationships;
- form new healthy friendships; and
- enjoy strong positive, caring, relationships with good boundaries, online and in person.

Defining health education

Health education is learning about:

- Mental wellbeing and emotional literacy
- Physical health and healthy lifestyles
- Personal hygiene and basic health knowledge
- Keeping safe (including road safety, online safety and personal safety)
- Understanding feelings and managing emotions

It supports the children to make wise choices to ensure their own flourishing and the flourishing of others.¹

Defining sex education

Sex education is not statutory in primary schools. In this school any content that might be regarded as sex education (learning about human body parts, growth, puberty and gestation) will be taught through the science curriculum. Parents do not have the right to excuse their children from this aspect of the curriculum.

Curriculum Content and Organisation

At Knights Templar Community Church School and Nursery, we ensure teaching covers all the statutory requirements. The requirements for PSHE/SRE from the Department for Education can be found here: [Introduction to requirements – GOV.UK \(www.gov.uk\)](http://www.gov.uk)

To achieve this, we follow the programme use the PSHE Association study programme and the My Happy Mind programme.

How will RSHE be taught in our school?

RSHE at Knights Templar Community Church School is taught by school staff with some elements taught by outside agencies (such as First Aid). It is important that learners have confidence in the teacher and that a 'safe space' is created where learners feel confident and can ask age-appropriate questions.

¹ See *Mental Health and Wellbeing: Towards a Whole School Approach* (March 2018)

All staff teaching this sensitive and important subject will have received training. This training will be reviewed and revisited; updates will be provided in line with statutory changes.

RSHE will be delivered as an identifiable part of Personal, Social, Health Education (PSHE). It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way which is accessible to all learners, including those with SEND.

RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

RSHE will seek to build resilience in our learners to help them form healthy relationships, to keep themselves safe and resist the harmful influence of the excesses of media in all its forms. RSHE will promote healthy resilient relationships set in the context of character and virtue development that sits within the schools Christian Vision and Values.

Our RSHE curriculum supports children to have respect for their own and others' bodies, empowering them to set healthy boundaries and understand consent; reducing their chances of becoming victims. Consent will be part of the conversation from the earliest years as we recognise that consent, or asking for permission, is a normal part of everyday life. Adults will model conversations about consent in contexts such as sharing toys and games, and understanding and respecting the personal space of others.

The role of parents

The school is well aware that the primary role in children's RSHE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents about the school's policy and practice;
- answer any questions that parents may have;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for RSHE in the school;
- encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;

- inform parents about the best practice known with regard to RSHE, so that the teaching in school supports the key messages that parents and carers give to children at home;
- make the SRE resources used in our lessons available for viewing.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities. We acknowledge that parents have the right to withdraw their children from all or part of the sex and relationship education taught in the school except for those parts included in the statutory National Curriculum: all children are expected to learn the content of the national science curriculum (see Appendix 1). There is no right to withdraw from relationships education or health education.

Parents are encouraged to establish exactly what is covered in the RSHE lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity. If a parent wishes their child to be withdrawn from any part of our lessons, they should discuss this first with the Head Teacher, make it clear which aspects of the programme they do not wish their child to participate in and confirm their request in writing. The school always complies with the wishes of parents in this regard.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the local health authority, such as the school nurse and other health professionals, and our local community police officer, give us valuable support with our RSHE programme.

Confidentiality

Teachers conduct RSHE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will deal with it as a matter of safeguarding/child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the Designated Safeguarding Lead about their concerns.

The role of the Head Teacher

It is the responsibility of the Head Teacher to ensure that both staff and parents are informed about our RSHE policy, and that the policy is implemented effectively. It is also the Head Teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex and relationships effectively, and handle any difficult issues with sensitivity.

The Head Teacher/PSHE Lead liaises with external agencies regarding the school's RSHE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

Monitoring and Evaluating

The Head Teacher and PSHE Lead are responsible for monitoring the implementation of this policy and report to governors, when requested, on the impact of the policy.

Policy Review

It has been produced in consultation with the school community. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

This policy should be read in conjunction with The Equalities Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Appendix 1 SRE Elements of the National Science Curriculum

Key Stage 1 (age 5–7 years)

Year 1 pupils should be taught to:

- *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense*

Year 2 pupils should be taught to:

- *notice that animals, including humans, have offspring which grow into adults*
- *describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene*

Key Stage 2 (age 7–11 years)

Year 5 pupils should be taught to:

- *describe the life process of reproduction in some plants and animals*
- *describe the changes as humans develop to old age*

Year 6 pupils should be taught to:

- *recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents*

‘The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.’

Department for Education, September 2013