

Policy: Relationships, Health and Sex Education Policy
SACC approval: June 2026
Ratified FGB: July 2026
Review: July 2026

Holy Trinity Church of England (VA) Primary School



Believe • Achieve • Inspire •

Relationships, Health and Sex Education (RHSE) Policy

SCHOOL VISION

Our vision is for our pupils to flourish in an inclusive, inspirational place of learning where we are happy, respectful, kind and safe.

At Holy Trinity Church of England Primary School our Christian vision shapes all we do.

*"I know that there is nothing better for people than to be happy and to do good while they live."
Ecclesiastes 3:12.*

- we facilitate opportunities so every child can flourish in a place where they feel **safe, happy and confident**.
- staff **well-being** and professional development is valued and supported in order to fulfil their roles, **inspire** others and experience personal **fulfilment**.
- the school provides facilities that enables our pupils to reach their potential in an **optimum learning environment**.
- the **school plays a central role within our community** and enjoys strong **links with the church, local companies and other schools**.
- we create a culture of vigilance to **safeguard** all children.

*'I know that there is nothing better for people than to be happy and to do good while they live.'
Ecclesiastes 3:12*

The Church of England is committed to providing an education that enables people to live life in all its fullness.

In 2014, the Church of England Education Office published '[Valuing all God's Children](#)', which offered Church of England schools guidance in challenging homophobic bullying and how to offer "a safe and welcoming place for all God's children."

In 2016, an important new document was produced: The Church of England's Vision for Education: '[Deeply Christian, Serving the Common Good](#)'. The vision offers four basic elements, which together form an ecology of abundant life. They are educating for:

1. Wisdom, knowledge and skills;
2. Hope and aspiration;
3. Community and living well together;
4. Dignity and respect.

At Holy Trinity CE Primary school our vision and ethos reflect these sentiments and they underpin the aims and delivery of the RHSE curriculum, closely interwoven with the National Curriculum statutory requirements for Science.

1. Aims

The aims of relationships, health and sex education (RHSE) teaching at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene through 'normalising the expected'
- Teach pupils the correct vocabulary to describe themselves and parts of their bodies (including genitalia)
- Help pupils develop feelings of self-respect, confidence and empathy
- Support pupils to develop resilience whilst understanding their mental health and general wellbeing
- Keep pupils safe physically and also online by teaching about digital wellbeing
- Create a positive culture around issues of sexuality and safe relationships

2. Statutory requirements

As a maintained primary school we must provide relationships and health education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In primary schools, we are not required to provide sex education but we are required to teach the elements of human development and changes at puberty contained within the science curriculum.

In teaching RHSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Holy Trinity CE Primary school, we teach RHSE as set out in this policy; this has been updated to reflect DfE published revised guidance on 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (July 2025).

3. Policy development

This policy has been developed in consultation with staff, pupils, Governors and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group 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. Governor consultation – all Governors were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were invited to take a look at this policy
5. Pupil consultation – we investigated what exactly pupils want from their RHSE
6. Ratification – once amendments were made, the policy was ratified by Governors

4. Definition

RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RHSE involves a combination of sharing information, and exploring issues and values.

RHSE is not about the promotion of sexual activity.

5. Curriculum

We use Kapow to plan and deliver our RHSE curriculum and this is adapted 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 do not try to seek answers online.

Primary sex education will focus on the requirements set out in the National Curriculum for Science as follows:

- Preparing boys and girls for puberty and the changes that adolescence brings; and
- How a baby is conceived and born.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RHSE

RHSE is taught within the personal, social, health and economic (PSHE) education curriculum. The biological aspects of RHSE are taught within the science curriculum, and other aspects are included in Religious Education (RE), ICT (for example, online safety) and also PE lessons

Relationships education focuses on teaching the fundamental building block and characteristic of positive relationships including:

- Families, which may look different, and their importance to pupil identity
- Caring friendships and valuing differences between others' cultures, religions and experiences
- Respectful relationships including conflict resolution, setting and respecting boundaries
- Online relationships and online safety; recognising rights, for example in relation to privacy, consent and personal data
- Being safe, including personal safety with an emphasis on recognising and reducing risk, in the context of fire and travel safety (for example, around water, roads and railways)
- Coping with change and loss, including bereavement – and recognising that this can cause a range of feelings, and that everyone grieves differently.

For more information about our RHSE curriculum coverage, see 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, LGBTQ+ parents, civil partnerships, 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

7.1 The Governing Board

The Governing Board will approve the RHSE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHSE (see section 8). The Headteacher is also responsible for ensuring effective parental communication in accordance with revised DfE guidance; there should be transparency around curriculum content with resources shared with parents and carers as appropriate and / or requested.

7.3 Staff

Staff are responsible for:

- › Delivering RHSE in a sensitive way
- › Modelling positive attitudes to RHSE
- › Monitoring pupil understanding and progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RHSE

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

At the time of writing this policy, the following staff are responsible for the teaching of RHSE at Holy Trinity CE Primary school:

- Class Teachers
- HLTAs and TAs
- External agencies recommended by the Local Authority including professionals from organisations such as NSPCC

7.4 Pupils

Pupils are expected to engage fully in RHSE and, when discussing issues related to RHSE, treat others with respect and sensitivity. Provision is tailored and adapted for SEND pupils as necessary. School staff and leaders are sensitive to pupils who are or may have been on a Child Protection Plan, are looked after or previously looked after children as well as those who may have suffered trauma. If some lesson content is not appropriate for them or will cause them undue distress, alternative provision will be made.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from the 'relationships' element of RHSE.

At Holy Trinity school, we will continue to teach the facts around puberty as well as human conception in our Year 5 and Year 6 National Curriculum Science lessons; these focus on:

- Puberty: physical and emotional changes associated with it

- Changes in puberty that allow sexual reproduction to occur
- Knowing that sperm can fertilise an egg in a variety of ways to create a baby
- Naming body parts with correct vocabulary (including genitalia)

We provide a context for complementing the factual approach in science to enable pupils to explore and manage their feelings about their science learning. Pupils will also learn the law related to sex, as part of safeguarding, at this time. This will also complement their science learning.

Parents only have the right to withdraw their children from the components of sex education within RHSE that are not contained within the science curriculum

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.

9. Training

Staff are trained on the delivery of RHSE as part of their induction and it is included in our continuing professional development (CPD) calendar.

The Headteacher may also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RHSE.

[This DFE training](#) is available.

10. Monitoring arrangements

The delivery of RHSE is monitored by Governors and the school's Leadership Team through:

- Learning walks
- Lesson observations
- Pupil voice
- Work sampling

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

Policies which should be read alongside this policy:

- Equality Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- Teaching and Learning Policy
- Visitors into School Policy
- Anti-Bullying Policy
- School SEND Policy

This policy was adopted by Holy Trinity CE Primary School and agreed by the Standards, Achievements and Curriculum Committee and ratified by the Full Governing Board.

Approved by.....on behalf of the School Governing Board.

Signature:.....

Date:.....

Appendix 1: Curriculum Map

PSHE/RHSE Curriculum (Subject Overview)

The Key Areas covered in Y1 – Y6			
My Healthy Self These units help pupils understand how to look after mental and physical health. Pupils learn to recognise their feelings and moods, identify signs of good and poor mental health and understand how to seek support for themselves or others. Pupils also learn to care for their physical health through hygiene routines, healthy eating and staying active. They consider the impact of a poor diet or sedentary lifestyle and consider the choices they can make to improve their health. Alongside this, they learn how to manage poor health and ask for help when needed.	Connecting with Others These units focus on building positive relationships and recognising the value of healthy, supportive connections in people's lives. Pupils learn about various family structures and how families can contribute to a sense of safety and love. They explore how to start and maintain friendships, manage conflict and communicate appropriately and respectfully with others, including adults. Additionally, pupils learn about the importance of setting boundaries in relationships, respecting others' boundaries and having mutual respect for one another as well as self-respect for themselves.	The Online World Many children now spend a lot of time online, sometimes without noticing. This key area helps pupils recognise when they are online, use the internet positively and keep themselves safe. Pupils learn to spot online risks, be discerning about the information they read and understand the impact of time spent online. In addition, pupils draw on their learning from 'Connecting with others' and 'Staying safe' units to reflect on how they interact with others and manage hazards in the digital world.	Citizenship (non-statutory) Citizenship units help prepare pupils to be active, responsible members of society and to manage money confidently in later life. Pupils learn about communities, rights and responsibilities, how government systems work and how individuals and groups can bring about change, while also developing an understanding of money, including wants and needs, value for money, budgeting and saving. These units also explore career choices, challenge workplace stereotypes and encourage pupils to consider how their decisions affect both themselves and others.
Health Protection These units help pupils learn how to respond in emergency situations, including when and how to call the emergency services and what information to give. They also cover how to manage basic injuries and how to prevent illness through hygiene practices and immunisation.	Growing Up In KS1, these units support pupils to become more independent and manage their needs both at home and at school. As pupils get older, the units explore the physical and emotional changes that happen during puberty and help prepare them for the transition to the next year group.	Staying Safe This key area supports pupils to recognise both physical and social hazards and understand how to stay safe in different situations. Building on their learning in the 'Connecting with others' units, pupils begin to identify warning signs in relationships and learn how to respond in the moment and report concerns. They also explore physical hazards, including road and railway safety, water safety, electrical safety and general safety at home and in the wider environment.	First Aid (Y6 only) The Year 6 First Aid unit is optional. It extends learning from the Health protection units and may be taught instead of the non-statutory Year 6 Sex Education unit.

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Appendix 2: Parent form: withdrawal from sex education within RHSE Year 6

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and health 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	