



Holy Trinity C of E School Relationships, Sex and Health Education Policy Date Approved 03/12/2025

Contents

Introduction	2
Legal context	2
Definition	3
Aims	3
Roles and responsibilities	3
Trustees/governors	3
Headteacher/principal	4
Subject leader	4
All staff	4
Curriculum organisation	4
Teaching and learning	4
Curriculum content	5
Long term planning	5
Resources	5
Visitors	5
Equality	6
Right to withdraw from sex education	6
Safeguarding	7
Support	Error! Bookmark not defined.
Monitoring and evaluating	8
Professional development	8
Communication of policy	8
Review	8

Introduction

This is the policy of Holy Trinity C of E (C) School on the approach taken to Relationships, Sex and Health Education (RSHE), Approved by Holy Trinity School Governing Body on 3rd December 2025 following a consultation with parents and carers on 25th November 2025.

Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2020.*

The following policies are also relevant to this Relationships and Health Education policy:

- Anti-bullying
- Safeguarding
- Managing drug-related incidents
- Spiritual, moral, social and cultural development

Definition

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

The overarching aim of RSHE at Holy Trinity is to support children to thrive. The programme ensures pupils receive accurate, age-appropriate information and opportunities to explore their feelings, relationships and responsibilities. It encourages them to develop confidence, resilience and empathy while also preparing them for physical and emotional changes, including puberty.

Furthermore, RSHE helps pupils understand personal boundaries, the importance of consent and how to recognise unsafe situations. It enables children to articulate concerns, seek help when needed and develop the skills required for a successful transition to secondary school and adulthood.

Aims

The overarching aim of RSHE at Holy Trinity is to support children to thrive. The programme ensures pupils receive accurate, age-appropriate information and opportunities to explore their feelings, relationships and responsibilities. It encourages them to develop confidence, resilience and empathy while also preparing them for physical and emotional changes, including puberty.

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Roles and responsibilities

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

Governors

The Governing Body is responsible for ensuring that RSHE is delivered in line with statutory requirements and reflects the Christian vision of the school. Governors approve this policy, monitor implementation and support leaders in engaging parents. A named governor oversees RSHE as part of the wider safeguarding and wellbeing remit.

Headteacher

The Headteacher, Jade Wakefield, has overall responsibility for the quality of RSHE. She oversees policy development, ensures teaching is well-planned, reports regularly to governors, supports parental communication and manages all withdrawal requests. The Headteacher also ensures that staff receive appropriate training.

Subject leader

The RSHE Subject Leader coordinates the development and delivery of the programme. This includes keeping up-to-date with statutory changes, supporting staff, reviewing planning, leading monitoring activities and gathering feedback from pupils, staff and families. The Subject Leader also maintains RSHE information on the school website and ensures visitors and resources meet school standards.

All staff

Every class teacher is responsible for delivering RSHE sensitively and effectively. Staff work in line with this policy, create a safe learning environment and differentiate teaching to meet the needs of all learners. They are alert to safeguarding concerns and report any issues immediately.

Curriculum organisation*

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of RSHE:

RSHE at Holy Trinity is taught weekly as part of a structured PSHE curriculum, using the Kapow Primary scheme to ensure progression and coverage. Lessons in Key Stage 1 typically last 40 to 45 minutes, while Key Stage 2 lessons are usually between 50 and 60 minutes. Additional enrichment opportunities, such as Anti-Bullying Week or Online Safety Day, enhance learning but do not replace weekly curriculum teaching.

Most RSHE is delivered by class teachers, who know pupils best and can respond sensitively to classroom dynamics. Cross-curricular links are made where appropriate, for example, with Science, Religious Education, Computing and Physical Education.

Teaching and learning

RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

RSHE is taught in a way that fosters confidence, respect and open discussion. Clear ground rules are established at the start of the year so that pupils understand expectations about privacy, confidentiality and respectful listening. Teachers use a range of strategies including discussion, role-play, scenarios and reflection, to help children develop both knowledge and skills.

Lessons are inclusive and adapted to meet the needs of all children, including those with

SEND. Teachers avoid making assumptions about pupils' backgrounds, family structures or experiences and handle unexpected questions kindly and appropriately.

Additional class-specific teaching

Occasionally, the school may provide supplementary RSHE lessons to particular classes in response to incidents, safeguarding needs or emerging patterns of behaviour. This may involve using recognised programmes such as NSPCC PANTS to reinforce key messages around personal safety, privacy and boundaries. Parents will always be informed before these sessions take place. All additional teaching follows safeguarding expectations set out in KCSIE 2025.

Curriculum content

Long term planning

The school has chosen to use the [Kapow Primary RSE scheme of work](#), which provides full curriculum coverage, including all the statutory content, for each year group.

Follow this link to view the [Kapow Primary RSE curriculum overview](#).

This ensure the statutory requirements are met and learning builds year-on-year. Themes are revisited at increasing levels of depth as children grow, enabling secure understanding and readiness for secondary school.

Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school.

Visitors

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

Visitors play a valuable role in enriching the RSHE curriculum. When external specialists are invited, for example, the NSPCC or the school nursing team, the school ensures that the content is appropriate, reviewed in advance and delivered in line with this policy. A member of staff is always present, and all safeguarding checks are completed before visitors work with children.

Equality

Holy Trinity is committed to ensuring that RSHE is accessible and respectful to all pupils. Teaching promotes equality, challenges stereotypes and fosters good relationships between those with protected characteristics and those without, as required by the Equality Act 2010. Lessons are adapted for pupils with SEND so that every child is able to participate meaningfully.

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Right to withdraw from sex education

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

Following a consultation with the whole school community, the following content is deemed to be sex education:

This should be agreed in consultation with staff, parents and carers.

The suggested Kapow Primary lessons that are deemed to be sex education are:

- [Year 6: Safety and the changing body, Lesson 5: Conception](#)
- [Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth](#)

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

Parents and carers will be informed about upcoming sex education content at the start of each academic year through curriculum information shared on the school website and in class newsletters. In addition, a reminder will be sent to Year 6 parents shortly before these lessons take place, clearly outlining the content to be covered and the statutory and non-statutory elements.

If parents or carers wish to withdraw their child from the non-statutory aspects of sex education, they should contact the school in writing. This can be done via email or by letter addressed to the headteacher, Jade Wakefield who is the person responsible for considering withdrawal requests. Parents and carers may also contact the school office if they require clarification before submitting a written request.

Upon receiving a request, the Headteacher will invite the parent or carer to a meeting. The purpose of this meeting is to ensure that parents fully understand the content of the lessons, the educational aims, and the potential impact on their child's personal development and safeguarding awareness if they do not attend. It also provides an opportunity to discuss any concerns and to share the materials that will be used.

Following the meeting, the Headteacher will make a final decision regarding the withdrawal request. The decision will be recorded in writing and kept on the child's school file. A copy of the decision will also be provided to the parent or carer for their reference.

If the withdrawal is agreed, the school will arrange suitable supervised alternative provision for the child during the specific sex education lessons. This may involve completing independent work in another classroom or participating in an appropriate activity elsewhere in the school. The alternative provision will be designed to ensure the child remains safe, engaged and appropriately supervised throughout.

Safeguarding

RSHE often covers sensitive topics, and teachers recognise that discussions may prompt children to disclose concerns. All staff follow the guidance set out in Keeping Children Safe in Education (KCSIE 2025) and the school's policies.

The school's safeguarding leads are:

- Designated Safeguarding Lead (DSL): Jade Wakefield (Headteacher)
- Deputy DSLs: Jane Wells and Hayley Cartwright

Staff are encouraged to schedule sensitive lessons earlier in the week so that pupils have opportunities to talk to trusted adults. Where particular content may be emotionally challenging for individuals, teachers will seek advice from the DSL in advance.

Targeted teaching, such as the use of NSPCC PANTS, may be used in response to concerns about children's safety. Parents will always be informed beforehand

Support

Children are regularly reminded that they can speak to trusted adults if they feel worried or unsafe. Support is available from the class teacher, the pastoral team, the DSL and Deputy DSLs and the school's wellbeing mentor. There are also external sources of support, including the School Nursing Service, Early Help and Childline.

Monitoring and evaluating

The headteacher and subject leader will be responsible for monitoring and evaluating RSHE in line with other subjects.

The Headteacher and RSHE Subject Leader monitor provision through planning reviews, lesson observations, pupil discussions and staff and parent feedback. Resources are reviewed regularly to ensure they remain up to date and appropriate. Findings are shared with governors annually.

Professional development

Staff receive training to ensure they are confident teaching RSHE. This includes updates on statutory guidance, safeguarding expectations under KCSIE 2025, SEND-inclusive teaching and the distinctiveness of RSHE within a Church of England school. Training may be delivered by diocesan advisers, external specialists or Kapow.

Communication of policy

This RSHE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

Review

This policy will be reviewed every three years from the add the date of approval of the RSHE policy by the governors.