



# Holy Trinity C of E Primary School

*A Church school community aspiring for all to live life to the full*

## **Health, Relationships & Sex Education (RSE) Policy**

Issued December 2025

Next Review December 2027

Committee Full Governors

## Developing the HRSE Policy

This policy was produced by the PSHE subject leader at Holy Trinity C of E Primary School, in conjunction with staff, pupils, parents, and governors. It has been reviewed in November 2025 to align with the updated statutory guidance from the DfE, July 2025, which is scheduled to become mandatory on 1 September 2026. The policy continues to follow the requirements of the Relationships Education, RSE, and Health Education (England) Regulations 2019, which made Relationships Education compulsory in all primary schools.

## Guidance

This policy has been created using the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance (July 2025).

## Contents

1. Define Relationships Education within our school
2. Give the contents of Relationship Education with reference to the DfE guidance
3. Definition of sex education, **including the school's approach to gender identity**
4. Information on the parental right to withdraw a child from sex education, **including the requirement for transparency of teaching materials**
5. Explain how Relationship Education is taught and who is responsible for teaching it
6. Explain how the subject is monitored and evaluated

## Relationships Education

At Holy Trinity Primary school, we want the relationships education to support the development of the key building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

As a Church of England School, we believe that Christian beliefs and values should be considered in our Relationships Policy. Therefore, these principles underpin our policy:

- The importance of values and moral considerations
- The value of family life, marriage, or stable and loving relationships
- Acknowledging different family units e.g., marriage, second marriage, fostering, step siblings, extended families etc.
- The values of respect, love, and care for one another.

**Pupils are given the opportunity to explore their own attitudes, values, and beliefs. We aim through teaching the following areas of relationship education, that they will develop an individual moral code that will guide their actions in life within a framework of respect for others.**

## Relationship Education Content

The following areas will be taught as part of Relationship education: -

### Families and people who care for me:

- Families give love, security, and stability
- What a healthy family life looks like and the importance of spending time together
- How families can look different, but differences should be respected
- Marriage represents a formal commitment of two people which is intended to be lifelong
- Being able to recognise if family relationships are making them feel unhappy or unsafe

### Caring friendships

- Importance of friendships
- Characteristics of friendships
- Healthy Friendships
- Friendships have ups and downs
- Identifying if friendships are making you happy or unhappy
- Managing conflict

### Respectful relationships

- Respecting others, even if there are differences
- Having good manners
- Importance of self-respect
- In school and society, they can expect to be treated with respect and should show respect to others
- Marriage in England and Wales is available to both opposite sex and same sex couples.
- Different types of bullying (including cyberbullying), the impact of bullying, and an understanding of how to recognise and challenge everyday sexism, misogyny, and power imbalances in relationships.
- What a stereotype is, and how stereotypes can be unfair, negative, or destructive.
- The importance of permission-seeking and giving (consent) in relationships.

### Online relationships

- People behave differently online (including pretending to be someone they are not)
- Importance of respect in relationships
- Keeping safe online
- How to critically consider online friendships and recognise new risks such as AI-generated content (deepfakes), toxic online subcultures and influencers, misinformation, and financial exploitation (scams).

### Being safe

- What sorts of boundaries are appropriate in friendships
- The concept of privacy and the implications of it for both children and adults
- That each person's body belongs to them
- Appropriate touch and inappropriate touch
- How to recognise and report feelings of being unsafe or feeling bad about any adult.

- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

## Health Education Content

The following areas will be taught as part of our PSHE programme of study (Health Education):-

- Mental health: Including the importance of addressing loneliness and understanding grief and loss.
- Internet safety and harm
- Healthy eating
- Physical Health and fitness
- Drugs, alcohol, tobacco, and the specific dangers of vaping and nicotine pouches.
- Health protection, including detailed coverage of menstrual and gynaecological health (e.g., endometriosis, PCOS), and the use of inclusive, non-stigmatising language.
- Basic first aid (taught in Year 5)
- Changing adolescent bodies

## Sex Education

Sex education will be taught at Holy Trinity in line with the guidance from the PSHE association and the statutory DfE guidance.

This includes in each key stage:

### Key Stage 1 (Ages 5-7)

- To name the main parts of the body including external genitalia (e.g., vulva, vagina, penis, testicles)
- To learn about the NSPCC Pants rule (<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>)

### Key Stage 2 (Ages 7-11)

- Puberty: Content on puberty and the changing adolescent body, including menstruation and menstrual wellbeing, will not be taught before Year 4.
  - This includes: About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections, and wet dreams).
- Sex Education (Conception/Birth): Content relating to conception and birth will not be taught before Year 5.
  - This includes: About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.
- Other RSE content: To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.
- About where to get more information, help and advice about growing and changing, especially about puberty

- To understand what safe, age-appropriate relationships look like

These areas are taught in an age-appropriate way by a child's class teacher. Children are given the opportunity to ask questions which are answered if the teacher believes it is age-appropriate to do so. If not, the question can be passed onto parents.

### **School Approach to Gender Identity**

In line with the DfE statutory guidance (July 2025), the school's approach to topics concerning sex and gender is as follows:

1. Teaching will focus on the biological facts about sex (male and female) and the legal context of gender reassignment.
2. The school will be mindful that the concept of gender identity is complex and contested and will not teach it as an established fact.
3. Teaching will remain focused on developing a secure understanding of the biological facts that are essential knowledge for all pupils.

### **Parental right to withdraw a child from sex education**

In line with the updated DfE statutory guidance, parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

- Before granting any such request, the Head Teacher must discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This will be documented, and a record kept.
- The right to request withdrawal from the RSE curriculum does not automatically mean that children will be withdrawn. This decision remains at the discretion of the Head Teacher.
- Parents may not remove their child from any statutory learning linked to the Science Curriculum in Key Stage One and Key Stage Two where the following objectives are statutory:
  - In Key Stage One, children learn that animals, including humans, have offspring that grow into adults.
  - In Key Stage Two, children are taught about the life cycles of humans and animals, including reproduction and the changes that happen in humans from birth to old age (including puberty/periods).

### **How Relationship Education will be Taught**

All lessons will be led by the class teacher and, when possible, both male and female staff will be available if children feel more comfortable talking to the same sex member of staff.

In each year group, the class teacher uses a variety of resources to support the delivery of the programme. These have been recommended by teachers and health professionals, and these resources are specifically designed for primary children. The core aspects of our PSHE curriculum are based on the outlined curriculum and resources from the JigSaw scheme of work. There will be follow-up sessions to provide further opportunity for questions and more detailed discussion. A box will be provided in the classroom for children to write down questions they want answered but are too embarrassed to ask, these will then be addressed during the sessions and answered if they are appropriate for all children. The teacher may speak to

children individually if she/he feels it is more appropriate. Questions will be answered if they are age appropriate.

Resources being used to teach RSE at Holy Trinity:

- The Holy Trinity PSHE curriculum, based on the Jigsaw PSHE programme of study  
GHLL – Scheme for Relationships & Sex Education  
Facts 4 Life programme

### **Working with other members of the community**

The Class teacher will work alongside the school nurse, Local advisors from both GHLL and Facts4Life, the E-Safety subject leader, RE subject leader and Pastoral Support Lead to discuss issues of mutual concern and interest, to keep the policy and curriculum up to date. Also, contact will be made if any concerns are apparent whilst delivering the Relationships programme.

### **Working with parents**

Parents will be informed yearly about the school's proposals for specific relationships and sex education.

- An overview and letter explaining the content will be sent home and parents will have the opportunity to discuss further with staff.
- The school is committed to transparency. Parents have a legal right to know what their children are being taught and may request to view the teaching materials used in RSE.
- Where parents wish to withdraw a child from sex education (other than that provided within the National Curriculum Science Order), they should contact the Head Teacher.
- A copy of the curriculum plans for PSHE and RSE are available for each year group on the school website.

### **Confidentiality and Safeguarding children**

The school follows the County Council Guidelines relating to suspected child abuse. Confidentiality will be always respected unless it is in the interests of the child for other parties to be informed. In these cases, the 'Designated teacher for Safeguarding will be informed.

### **Guidance from the Church of England Education Office**

All schools should approach RSE in a faith-sensitive and inclusive way. Such an approach should seek to understand and appreciate differences within and across the teachings of the faith and other communities the school serves. It should afford dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in the school. It should recognise that there is no hierarchy of protected characteristics in the Equality Act.

## **Monitoring and Evaluation of Relationship Education**

Staff and pupils are involved in evaluating work mainly through discussion and observation. The Relationships and sex education Policy will be regularly reviewed by staff in collaboration with parents and governors where necessary. The effectiveness of the policy will be monitored by the SLT and Governors. A copy of the policy is available in school and on the website. Any proposed amendments will be made in consultation with parents, governors, and staff.

We believe that the best interests of pupils and their parents will be served by the sensitive consideration of matters relating to health and relationships. Parents should feel free to contact the school on any issue of concern to them or their children.