



**Relationships and Sex Education Policy  
2025 - 2026**

**Approved by:**

N. Murrell

**Date:** September 2025

**Review Date:** September 2026



## Holywell Primary School, Upchurch Relationships and Sex Education Policy

*Holywell School is a safe school and follows  
Government PREVENT protocols to ensure it stays that way.*

### **INTRODUCTION**

In our school, we believe that Relationships and Sex Education (RSE) is lifelong learning about ourselves, including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and health. It takes place in many contexts - at home, at school and in the community.

RSE is an entitlement for all young people. Difference and diversity must be taken into account when delivering RSE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to RSE.

RSE is most effective when provided in the wider context of social and emotional development. In schools, successful RSE is firmly rooted in personal, social and health education (PSHE). RSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

### **CONVENTION ON THE RIGHTS OF THE CHILD**

As a school that respects the rights of the children and adults in our school family, community and beyond, we aim for each school policy to adhere to articles from **UNICEF's Convention on the Rights of the Child**.

In this policy, we are working towards the following articles:

- **Article 3** – We consider the best interests of the child to be our top priority.
- **Article 5** – We respect the rights of parents to provide guidance and direction to their children as they grow up, recognising the children's increasing capacity to make their own choices.
- **Article 15** - We aim for all members of the school community to treat each other with respect.

### **Aims**

The aims of relationships and sex education (RSE) 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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### **Statutory requirements**

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

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.



## Holywell Primary School, Upchurch Relationships and Sex Education Policy

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Holywell Primary School we teach RSE as set out in this policy.

### **Policy development**

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

### **Definition**

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

RSE involves a combination of sharing information, and exploring issues and values. **RSE is not about the promotion of sexual activity.**

### **Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it 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 seek answers online.

Primary sex education will focus on:

- Preparing children for the changes that adolescence brings
- How a baby is conceived and born

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



## Holywell Primary School, Upchurch Relationships and Sex Education Policy

### **Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by class teachers.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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, LGBT parents, 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### **Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
  - Consider the level of differentiation needed

### **Use of resources**

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils



## Holywell Primary School, Upchurch Relationships and Sex Education Policy

- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and will not provoke distress

### **Use of external organisations and materials**

We will make sure an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure any speakers, tools and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

#### **We will:**

- Make appropriate checks and engage with external agencies to make sure their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they are going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers



## Holywell Primary School, Upchurch Relationships and Sex Education Policy

- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **will not**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

### **Roles and responsibilities**

#### ***The governing board***

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

#### ***The headteacher***

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

#### ***Staff***

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring 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 RSE

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

Members of the Pastoral team are available to support the teaching aspects of the SRE scheme around puberty.

#### ***Pupils***

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.



## **Holywell Primary School, Upchurch**

### **Relationships and Sex Education Policy**

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

Alternative work will be given to pupils who are withdrawn from sex education.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

#### **Training**

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

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

#### **Monitoring arrangements**

The delivery of RSE is monitored by the SLT through:

Learning Walks, Book Looks and pupil conferencing.

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

This policy will be reviewed by The Headteacher on an annual basis. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum plan:



YEAR 2024 - 25	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
LifeWise PSHE Programme Units						
Year R	Follow my lead Gentle Hands	Taking good care of myself Being curious Managing feelings	The Great Outdoors Trusted Adults Sleep	Fire safety Cities, towns, land and sea Making mistakes	Road safety Animals Sharing	Water safety Planting out food Marching to the beat of your own drum
Year 1	Being Happy Being Mindful What is Friendship	Getting your sleep Hygiene and Me Understanding Difficult Feelings Kind vs Unkind	A Problem Shared is a Problem Halved Communication Trust	What Makes A Family My Growing Body Respecting Others Water Safety	Braving the Weather Emergency Services Food Safety and What Not to Eat Wildlife	First Aid and CPR Safety Symbols Signalling & Sign Language
Year 2	Screen Time Safety Feeling Sad Happiness Positive Friendships	It's Okay not to be Okay Medicines and Drugs Understanding Peer Pressure Relaxation	My Private Body Respecting All Families Dealing With Loss Fight or Flight	Desert Island Environment Navigation x	Cyber Safety Fire Safety Forest Survival The Art of Failure	Personal Goal Setting Protecting our Planet Adapting to Change
Year 3	Personal Hygiene Vaccinations and Diseases Anger, Fear and Mindfulness Anxiety, Stress and Mindfulness Exercise Safety with Household Meds Change is Good	My Body, Your Body – Keeping Healthy Self-Worth Self-Image Autism Different, Not Less Different Kinds of Friendship	Power of Words: STOP Social Media Body Confidence Gender Fairtrade: Working Together Global Warming - What Can We Do To Help? Celebrating Women in History: Traditional Roles	BV Democracy and Law BV Culture and Liberty Relationships with Others	Helping Others to Get Help Who Can We Trust? Staying Safe Online Separation and Divorce	Growth Mindset Sun Safety The World of Work Problem-solving and Time Management
Year 4	Healthy Eating and a Balanced Diet The Importance of Physical Activity Relaxing to Recharge The Recreational Drugs of Alcohol and Nicotine	My Body, Your Body – Keeping Safe Sleep Screentime Body Language & Communication 1 What's Love?	Bullying Everything Will Be Alright All About Tik-Tok Identity and Gender Fairtrade: Change Through Choice	BV Government and Rules BV Freedom in Beliefs Family Relationships	Consent Where Does My Food Come From? Respect Being Responsible Earning Money	Problem Solving and Resourcefulness Try and Try Again Leadership
Year 5	Junk Food Nutritional Values The Human Body	The Human Body Caffeine - Helpful or Harmful?	Keeping My Body The Same Social Media - Being Confident Fairtrade: Same Storm, Different Boat	Responsibility and Inspiration Homophobic Language in Schools Fairtrade: Same Storm, Different Boat	BV Laws and Parliament Freedom of Speech and Movement Respecting Others' Boundaries and Beliefs	My Body Changes Autism/Neurodivergence Expressing Love Differently As You Grow What is Marriage?

<p><b>Year 6</b></p>	<p>First Aid Alcohol, Smoking and Vaping Drugs Illegal Drugs Recognising and Controlling Anger Organisation of Life</p>	<p>My Amazing Body Self-Perception Autism Do Say, Don't Say The Power of Love - Inequality Within Relationships What is Forced Marriage?</p>	<p>The Power of Words - Clean up Your Speech Social Media – Tik Tok Identity, Gender and Sexuality Fair Trade – The Shirt Off Your Back Global Warming - Issues and Prevention Celebrating Women in History - Forgotten Achievements</p>	<p>BV Lawmakers and Activists BV Rights and Radicalisation The Government</p>	<p>Consent Feeling Anxious Ageism The Power of Negotiation</p>	<p>Transition Learning to Working Law Tax Banks Pensions How to Write a CV Entrepreneurship, Enterprise and Business 2 to extra to choose from</p>
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Underpinning our entire curriculum are the UN Conventions on the Rights of the Child and Holywell's Effective Learning Powers (H.E.L.P)

**Appendix 2 Parent form: Withdrawal from Non-Statutory components of Sex Education within RSE**

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