

# Archbishop Cranmer C. of E. Primary Academy

## Relationships, Health and Sex Education (RHSE) Policy



*'Striving for Life in All its Fullness'*

John 10:10

<b>Reviewed by:</b> Headteacher	May 2026
<b>Ratified by:</b> Governing Body (if applicable)	Summer 2026
<b>Date for next review (or earlier should legislation require it)</b>	May 2028

## Our Christian Vision

Jesus said 'I have come that they may have life in all its fullness' John 10:10.

At Archbishop Cranmer C of E Primary Academy we strive for life in all its fullness, for all our children, staff and school community.

## Our Mission Statement

For life in all its fullness for today and the future, we are a caring Church of England school where every child is valued. We provide a rich curriculum and a culture of opportunity and ambition. Our Christian values underpin all aspects of school life, supporting children to flourish academically, socially and spiritually.

## Our Christian Ethos

Archbishop Cranmer C of E Primary Academy strives to be an inclusive community where children grow, learn and achieve together. Our Take Care Learning Behaviours, held together by our Christian Values, form the essence of our ethos and gives our school its sense of value and drive. We always challenge our school community to consider what our values mean to them.

Our Take Care Hand reminds us that we are always:

- Taking Care (forming meaningful relationships with ourselves and others)
- Aspiring to have a go (being creative and curious)
- Acting with Integrity (always doing the right thing)
- Working hard (aspiring to be the best we can be by embracing high challenge, creative work)
- Being proud of ourselves (growing in confidence, knowing what is possible)



We teach Relationships, Health and Sex Education (RHSE) in the context of our school's aims and Christian Values. Whilst Sex Education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all of our work in our school. We believe that this should be taught as part of a wider social, personal, spiritual and moral education process, with links to our Christian Values of responsibility, trust and respect in particular.

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## **1. Aims**

At Archbishop Cranmer, RHSE supports pupils to develop the knowledge, skills and attributes they need to live healthy, safe and fulfilling lives.

Our aims are to:

- provide a safe and supportive environment for discussion of sensitive issues
- develop pupils' confidence, self-esteem and resilience
- support pupils to form positive and respectful relationships
- prepare pupils for physical and emotional changes, including puberty
- promote mental and physical wellbeing
- enable pupils to understand their rights and responsibilities
- equip pupils with the knowledge to stay safe, including online
- ensure pupils develop respect for themselves and others

RHSE is rooted in our Christian values of kindness, respect, responsibility, trust, courage and thankfulness.

## **2. Statutory Requirements**

This policy complies with:

- Children and Social Work Act 2017
- Education Act 1996
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2025)
- Keeping Children Safe in Education

All primary schools must teach Relationships Education and Health Education. Sex education is not compulsory in primary schools, beyond the science curriculum.

## **3. Policy Development**

This policy has been developed through consultation with:

- staff
- pupils
- parents and carers
- governors

The process included review of statutory guidance, stakeholder consultation and governing body ratification.

## **4. Definition of Relationships and Sex Education (RSE)**

RHSE is learning about:

- relationships and emotional wellbeing
- physical and mental health
- personal safety
- identity and diversity
- preparation for adult life

It is not about the promotion of sexual activity but about developing knowledge, understanding and respect so that pupils can make safe and informed choices

## **5. Curriculum**

RHSE is delivered through a structured programme using the Kapow Primary RSE and PSHE scheme from September 2026.

The curriculum is carefully sequenced from Reception to Year 6 and organised into key strands which develop pupils' understanding over time. The curriculum is mapped to ensure full coverage of statutory content as set out in the DfE guidance, including relationships, online safety, mental wellbeing, physical health and the changing adolescent body.

These strands include:

- personal wellbeing
- relationships
- health and safety
- citizenship and economic understanding

The curriculum ensures full coverage of:

- Relationships Education (statutory)
- Health Education (statutory)
- Sex Education (non-statutory)

Sex education is taught in an age-appropriate way in upper Key Stage 2 and complements the statutory science curriculum.

Detailed curriculum content and progression are set out in the school's RHSE curriculum overview, available on request and shared with parents as part of consultation.

## **6. Delivery of RHSE**

RHSE is taught through:

- weekly lessons (approximately 45 minutes)
- cross-curricular links
- collective worship and reflection
- everyday school experiences

Teachers adapt lessons to meet the needs of pupils while maintaining a consistent and progressive curriculum.

Learning is reinforced through real-life contexts and pastoral support.

## **7. Inclusion, Adaptation and Diversity**

Our curriculum reflects the diversity of modern Britain and ensures all pupils feel respected and included.

Teaching includes:

- different family structures
- a range of cultures and backgrounds
- varied life experiences

We promote equality and challenge stereotypes in line with the Equality Act 2010.

Content is adapted where appropriate to meet the needs of all pupils, including those with SEND, ensuring accessibility and inclusion. This may include pre-teaching of vocabulary, use of visual supports, flexible grouping, adapted resources and additional adult support. Where appropriate, content is delivered in smaller steps or through personalised approaches, in line with pupils' individual needs and the school's SEND policy.

## **8. SMSC and British Values**

RHSE contributes to pupils' spiritual, moral, social and cultural development.

Pupils learn to:

- reflect on ethical issues
- respect others
- understand right and wrong
- contribute positively to society

The curriculum promotes British values:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance

These are embedded across school life.

## **9. Roles and Responsibilities**

**Governing Body**

Responsible for approving this policy and holding leaders to account.

**Headteacher**

Responsible for ensuring consistent delivery and managing withdrawal requests.

**Staff**

Responsible for:

- delivering RHSE sensitively
- modelling positive attitudes
- responding to pupil needs
- communicating with parents

**Pupils**

Expected to engage respectfully and thoughtfully in learning.

## **10. Parents' Right to Withdraw**

Parents are informed in advance of sex education content and are offered opportunities to view materials and discuss the curriculum.

Parents cannot withdraw their child from Relationships Education or Health Education. Parents can request withdrawal from non-statutory sex education.

Requests must be made in writing to the headteacher. Alternative provision will be provided.

## **11. Safeguarding, Confidentiality and Sensitive Issues**

RHSE plays an important role in safeguarding by helping pupils to recognise risk, understand boundaries and seek help

Staff follow Keeping Children Safe in Education at all times.

Pupils are made aware that confidentiality cannot be guaranteed if there are safeguarding concerns.

Sensitive questions are handled with care, in line with pupils' age and understanding.

Care is taken to ensure content is delivered sensitively, particularly for pupils who may have experienced trauma, adverse childhood experiences or safeguarding concerns.

## **12. Assessment**

Assessment in RHSE is ongoing and formative.

Teachers use:

- discussion
- questioning
- observation
- pupil reflection

Assessment is ipsative, focusing on individual progress rather than comparison with others.

## **13. Monitoring and Review**

RHSE is monitored through:

- lesson observations
- learning walks
- planning scrutiny
- pupil voice

The policy will be reviewed every two years or sooner if required.

## Appendix 1: Parent Request to Withdraw from Sex Education

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"Striving for Life in All its Fullness"

Request to withdraw a child from non-statutory sex education

Pupils at this school receive Relationships and Health Education as part of the statutory curriculum. Parents do not have the right to withdraw their child from these elements.

Parents do have the right to request that their child is withdrawn from the non-statutory components of sex education.

Before making a request, parents are encouraged to discuss the curriculum with the school so that any questions or concerns can be addressed.

Pupil details

Name of child: \_\_\_\_\_

Class: \_\_\_\_\_

Parent/carer request

*I wish to request that my child is withdrawn from the non-statutory sex education elements of Relationships, Health and Sex Education.*

I understand that:

- this request applies only to non-statutory sex education
- my child will continue to receive Relationships Education and Health Education
- the school will provide appropriate alternative learning during these sessions

Parent/carer details

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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For school use

Request received by: \_\_\_\_\_

Date: \_\_\_\_\_

Outcome of discussion with parent:

Headteacher signature: \_\_\_\_\_

Date: \_\_\_\_\_