

Relationships and Sex Education (RSE) Policy



Hollygirt School

NOTTINGHAM

Date of Review:	05/05/2026 / Version 1.0
Policy Review Led by:	Deputy Head
Approval by Trustees	11/05/2026
Date of Next Review:	May 2027

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To be read in conjunction with the following policies:

- Behaviour and Discipline Policy
- Complaints Policy
- Safeguarding and Child Protection Policy

This policy will be reviewed annually.

1. Definitions, Rationale and Ethos

This policy covers our school's approach to Relationships and Sex Education (referred to in this policy as RSE). RSE at Hollygirt School is an integral part of the curriculum and the general pastoral framework. All pupils are recognised as individuals and we aim to identify and satisfy the physical, social, emotional, moral and spiritual needs of each pupil.

1.1 Definitions

Relationship education focuses on friendships, family relationships, respect, boundaries and staying safe. It does not include detailed teaching of sexual activity

Sex education includes teaching about human reproduction, sexual health and consent.

RSE is taught as part of the PSHE curriculum. Hollygirt School believes that RSE is an educational entitlement of all pupils and an integral part of each pupil's emergence into adulthood. All young people, whatever their ability, develop physically and emotionally, and need to be helped to understand their bodies and their feelings.

In line with statutory requirements, Hollygirt School provides:

- Relationship education with limited sex education in the primary phase (Year 6)
- Relationship and Sex Education (RSE) in the secondary phase (Year 7 to Year 11)

All lessons covering RSE aim to give the pupils a sound knowledge of their own bodies and sufficient information about the subjects under discussion, so that they are able to make informed choices as responsible, disciplined and independent members of society.

We believe RSE promotes safeguarding and wellbeing, supports pupils to form healthy relationships and enables pupils to recognise and respond to harm before it occurs. Our RSE provision represents a whole-school approach to wellbeing and has been created inline with the Equality Act (2010).

The intended outcomes of our RSE provision is to help pupils

- Know and understand how to build positive relationships
- Recognise unsafe or abusive situations
- Develop skills of communication, consent and resilience
- Understand their rights and responsibilities

1.2 Statutory Guidance

This policy complies with statutory RSE guidance which was published September 2025 ([viewable here](#)) along with safeguarding guidance from KCSiE (2025). The school ensures this policy is published and accessible and that parents are consulted during development and review.

2. Roles and Responsibilities

2.1 Trustees

The trustees of Hollygirt school have full oversight and decision making on the delivery of RSE. They approve the policy and monitor compliance and impact.

2.2 Headteacher

The Headteacher ensures statutory compliance and oversees implementation of the policy in practice.

2.3 Deputy Headteacher

The Deputy Headteacher is the PSHE lead and therefore designs and reviews the RSE curriculum. They support staff who are delivering on the RSE program, liaise with parents and other stakeholders on curriculum design and monitors delivery and impact of the program.

2.4 Teaching Staff

Deliver RSE in a safe and inclusive manner whilst following safeguarding procedures and responding appropriately to pupil questions.

2.5 DSL

Provides safeguarding oversight and supports staff with disclosures and sensitive issues

2.6 External Providers

Where appropriate and required they are properly vetted and supervised. As with all visitors they must adhere to school safeguarding expectations.

3. Curriculum Design and Delivery

RSE is delivered through a planned, progressive PSHE curriculum reflecting the guidance that content should be age appropriate and sequenced. It is delivered as a block of timetabled PSHE lessons along with some content, where appropriate, given via the assembly and tutor time program. Lessons have the same expectations of any other lesson in that the Hollygirt behaviour pathway is followed as well as expectations of teachers to adapt content for SEND pupils and ensure teaching is inclusive of diverse identities and experiences. Teachers will also ensure materials are age-appropriate and culturally sensitive and that they establish clear ground rules and allow anonymous questions.

3.1 Responding to questions

Teachers will ensure questions are answered honestly and age-appropriately. If a question goes beyond curriculum scope, teachers are to provide general, safeguarding-focused responses and teachers can direct pupils to speak with parents.

3.2 Content overview

The below is an overview of the key topics that will be covered during each phase with age-appropriate lesson content:

Primary Phase (Y6) – Relationships Education and limited sex education

- Families and people who care for me

- Caring friendships
- Respectful and kind relationships
- Online safety and awareness
- Being safe
- Introduction to reproduction (aligned with science curriculum and recommended practice)

Secondary Phase (Y7–Y11) – Full RSE

- Families
- Respectful relationships
- Online safety and awareness
- Being Safe
- Intimate and sexual relationships, including sexual health
- Respect, equality and diversity

The full syllabus can be viewed on pages 7 to 19 of the RSE statutory guidance (2025) that can be [viewed here](#).

4. Safe and Effective Practice

Teachers adopt a positive approach to the teaching of RSE. Pupils are involved in discussions, both as groups and as a whole class. Pupils' questions are answered by using accurate, unbiased information, truthfully and openly, appropriate to the age, ability and background of the pupils. Teachers know when it is not appropriate to express their own views on topics or in answers to questions.

Teachers provide access to balanced information and different views which will help pupils form their own opinions. They make it clear that racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable.

Teachers work within the school's values, policies and the law. Teaching training is delivered through continued professional development and INSET sessions to ensure understanding and consistency across the school. Teachers are sensitive to the needs of individuals and individuals' own experiences. Teachers provide a safe learning environment by ensuring they do not inspire, glamourise or instruct harmful behaviours. RSE is part of the whole school approach to supporting pupil wellbeing. Where appropriate, sources of information will be provided to pupils and where they can access support, both in and out of school.

Pupils should be able to ask questions. Pupils are able to ask questions anonymously. All staff teaching PHSE are supported by PSHE leads and may ask for help in managing difficult questions.

Distancing techniques can provide the opportunity for pupils to be more objective in lessons. These will include stories and fictional scenarios which will form part of lesson discussion.

Under the provisions of the Equality Act, we will not unlawfully discriminate on the grounds of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.

Relationships Education, RSE and Health Education is accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. Teaching is differentiated, personalised, sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

4.1 Safeguarding

RSE is embedded within safeguarding practice. Staff understand that subject matter such as RSE has a higher chance that it could lead to disclosures and that all concerns are to be reported in line with the safeguarding and child protection policy. External providers are to follow all safeguarding protocols. This policy supports and aligns with KCSiE.

4.2 Openness and engaging with parents

Hollygirt school is committed to proactive parental engagement. We will consult with parents during policy review, provide curriculum overviews, offer access to teaching materials on request and communicate when sensitive topics are taught

4.3 Right to withdraw

Parents have the right to withdraw their children from some or all of sex education that is not part of the Science curriculum. For lessons which do not fall within the Science curriculum, parents will be written to, prior to sex education lessons, with more information on topics and when the lessons take place, giving parents the opportunity to withdraw their child. Parents requesting withdrawal will be invited to discuss their concerns with the Headteacher.

Parents have the legal right to withdraw their children from all or part of sex education up to and until three terms before the child turns 16 (with the exception of the biological aspects included in national Science curriculum).

Moral and ethical issues, arising from apparently unrelated topics in all National Curriculum subjects will continue to be discussed within the context of the subject, and as such will not be deemed as part of the RSE programme and therefore will not be subject to the parent right of withdrawal.

There is no right for parents or pupils to withdraw from Relationships Education or Health Education lessons.

5. Assessment and Evaluation

It is important that learning in RSE is assessed so that:

- Pupils have opportunities to reflect on their learning;
- Teachers know that learning has taken place and are able to identify future needs;
- Assessment improves learning;
- DfE statutory guidance for PSHE and RSE states that schools should have the same expectation as in other subjects.

Learning will be assessed against lesson objectives and pupils will receive feedback from their teachers and peers.

Pupils can demonstrate their progress through various assessment strategies including:

- Baseline - existing knowledge and skills;
- Recall – remembering and using learning from previous lessons;
- Assessment for learning – learning objectives, self and peer assessment, questioning techniques, feedback;
- Assessment of learning – skills as well as knowledge;
- What you know? What do you want to know? What have you learned?;
- Develop oracy through discussions, role play, debate, and learning conversations;
- Self-reflection – end of lesson learning log – “Today I learned...”

Evidence of learning is demonstrated in pupils’ workbooks. Gathering evidence should not be a time-consuming exercise, but it should effectively reflect learning, understanding and achievements. Evidence could be a photograph, a learning conversation etc.

6. Monitoring, Reporting and Evaluation

The quality of RSE and PSHE education is monitored through our quality assurance cycle. This includes lesson observations, book scrutiny and regular reviews of the programme, Learning Walks (visits to RSE lessons), along with pupil, staff and parent voice will be used as quality assurance methods for the RSE curriculum.

7. Review

This policy will be reviewed annually by the PSHE teachers and the Deputy Head. It will then be submitted to the board of trustees for review and sign off. The policy will also be reviewed in light of any new guidance and emerging safeguarding issues.

8. Concerns and Complaints

If parents or carers have any concerns or comments to make regarding their child’s learning experiences at Hollygirt School, we invite them to contact their child’s teacher in the first instance. If the issue is sensitive, please let the Headteacher know as soon as possible.

Any complaints should be made in line with the Hollygirt School Complaints Policy, available on our website.