



# Relationships, Health and Education Policy

November 2025

Approved by	Date	Review Schedule	Date of next review
Trust Board	26/11/25	Every year	Nov 2026

*Saint Paul teaches, 'the body is not made up of one part but of many.'*

*Chester Diocesan Learning Trust recognises and nurtures the unique gifts, skills and talents within our whole community.*

*We will empower adults and children to grow in character and mind, shaping a better future.*

*shaping better futures; one body, many parts.*

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## 1. Introduction

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Throughout this document, the term 'RHE' is used to refer to Relationships and Sex Education and Health Education.

The approach taken by CDLT schools to RHE closely follows the guidance produced by the Church of England Education Office (see Appendix A). We believe that everyone should be treated with dignity, as all people are made in the image of God and loved equally by God.

*'So God created humankind in his image, in the image of God he created them'*

*Genesis 1:27*

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

RHE should ensure that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others. It will provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions.

The Church of England welcomes, supports and expects the teaching of Relationships and Health Education in all Church of England primary schools. The Church of England also acknowledges that it is up to each primary school to decide whether they wish to choose to teach some aspects of Sex Education but says that it "encourages schools (following consultation with parents) to offer age- appropriate provision." We support this approach, and CDLT schools are able to teach appropriate aspects of Sex Education as part of their RHE work. In schools where Sex Education is taught, parents will have the right to withdraw their children from that part of the curriculum – except where the teaching forms part of the science curriculum.

All CDLT schools will approach RHE in a faith-sensitive and inclusive way, seeking to understand and appreciate differences and afford dignity and worth to all pupils, their families and the wider community. In so doing, all CDLT schools will ensure that the Equality Act of 2010 is applied in the school, and that no pupils are discriminated against because of their: sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity – as detailed in the guidance on the Equality Act 2010 issued to schools:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

This policy should be read in conjunction with the latest government guidelines on RSHE:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1090195/Relationships\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)

Reference should also be made to related school policies and schemes of work, including the Child Protection/Safeguarding Policy, SEND Policy, Science subject policy/scheme of work and RE policy/scheme of work, and also to the provisions of the Equality Act (2010): <https://www.legislation.gov.uk/ukpga/2010/15/contents>

## **2. Implementation**

The teaching of RHE can be broken down into its three constituent parts, with each aspect of RSHE having its own separate objectives.

In **Relationships Education**, the focus in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

In **Health Education**, the focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

While **Sex Education** is not compulsory in primary schools, DfE guidance highlights its importance as part of older pupils' transition from primary to secondary school, and their readiness for the different challenges that they will face in secondary school. It is in this context that CDLT believes that primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

**Each school within CDLT has developed its own scheme of work for RHE, drawing on appropriate published materials and resources, and on expertise, materials and resources available within its own local authority and the Diocese. These schemes of work set out what will be taught to pupils in each year group within the context of RHE, including ensuring that such teaching will be made accessible to all pupils including those with special educational needs and disabilities (SEND).**

## **3. Impact**

Successful RHE in primary schools will ensure that pupils develop the knowledge, understanding and attitudes they need to:

- Respect themselves and others as being unique, wonderfully made and loved by God,
- Recognise and form healthy relationships, and equally to recognise unhealthy and/or unequal relationships
- Keep themselves and others safe and healthy, both physically and mentally
- Become happy, resilient and productive members of society
- Be prepared for the future challenges they will face as they grow and move on from primary school

Government guidance sets out clear objectives for what pupils should know and understand in both Relationships and Health Education by the time they leave primary school. These expectations are attached as Appendix B.

The effectiveness of teaching and learning in RHE will be monitored by school leaders in much the same way as in other areas of the curriculum – for example, through occasional direct observations of lessons being taught or scrutiny of pupils' work.

## **4. Role of Parents and Carers**

The approach that we take in our schools recognises the important, central role that parents too have to play in the areas covered by RHE. Government guidance says: "We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education."

CDLT schools will endeavour to ensure that RHE is taught in an open and transparent way, and that parents are fully informed at all stages. Schemes of work for RHE will be published on the school website. Schools will ensure that there are opportunities for parents to look at and discuss any materials being used for the teaching of Sex Education; such opportunities will often take the form of parental meetings/drop-in sessions.

If a school proposes using new curriculum materials for teaching RHE, our expectation as a trust is that school leaders will encourage feedback from parents prior to those new materials being purchased and used. Schools are encouraged to hold an in-person consultation event to share the new materials with parents, and to provide parents with the chance to complete written feedback forms to give their views. Although such consultation is not binding on school leaders, the trust would expect leaders to take full note of any concerns raised and to ensure that these are addressed transparently prior to new materials being adopted.

## 5. Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RHE.

Should a parent wish for their child to be excused from sex education, they should put this request in writing to the headteacher in good time before the programme of sex education begins for their child's class. Headteachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

## 6. Curriculum Review

A review of the RHE/RSHE curriculum was instigated by the previous government, and updated draft guidance was published: [https://consult.education.gov.uk/rshe-team/review-of-the-rshe-statutory-guidance/supporting\\_documents/Draft%20RSE%20and%20Health%20Education%20statutory%20guidance.pdf](https://consult.education.gov.uk/rshe-team/review-of-the-rshe-statutory-guidance/supporting_documents/Draft%20RSE%20and%20Health%20Education%20statutory%20guidance.pdf)

However, this guidance did not come into force because the consultation period was left incomplete because of the calling of a general election. The detail of the consultation and its rationale can be found here:

[https://consult.education.gov.uk/rshe-team/review-of-the-rshe-statutory-guidance/supporting\\_documents/Review%20of%20the%20Relationships%20Education%20Relationships%20and%20Sex%20Education%20RSE%20and%20Health%20Education.pdf](https://consult.education.gov.uk/rshe-team/review-of-the-rshe-statutory-guidance/supporting_documents/Review%20of%20the%20Relationships%20Education%20Relationships%20and%20Sex%20Education%20RSE%20and%20Health%20Education.pdf)

While changes to the curriculum and guidance did **not** come into force and so have no standing, CDLT schools will be aware of them and the matters covered when considering their own approach to RHE and when dealing with any parents' and children's questions/concerns.

## Appendix A

### The Church Of England Education Office's Charter For Faith Sensitive And Inclusive Relationships Education, Relationships And Sex Education (RSE) And Health Education (RSHE)

We commit:

#### **1. To work in partnership with parents and carers.**

This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

#### **2. That RSHE will be delivered professionally and as an identifiable part of PSHE.**

It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.

#### **3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.**

It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

#### **4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.**

It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

#### **5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development.**

It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

#### **6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.**

It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity

#### **7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.**

It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.

#### **8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.**

It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

**Appendix B**  
**End of Key Stage 2 Expectations for Relationships Education and Health Education**

**Relationships Education:**

<b>Families and people who care for me</b>	Pupils should know <ul style="list-style-type: none"> <li>● that families are important for children growing up because they can give love, security and stability.</li> <li>● the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>● that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>● that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	Pupils should know <ul style="list-style-type: none"> <li>● how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>● the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>● that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>● how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<b>Respectful relationships</b>	Pupils should know <ul style="list-style-type: none"> <li>● the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>● practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>● the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness.</li> <li>● that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>● what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>

	<ul style="list-style-type: none"> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources</li> </ul>

### Health Education:

<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>
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	<ul style="list-style-type: none"> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>why social media, some computer games and online gaming, for example, are age restricted.</li> <li>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>the risks associated with an inactive lifestyle (including obesity).</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>the principles of planning and preparing a range of healthy meals.</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to allergies, immunisation and vaccination</li> </ul>
<b>Basic first aid</b>	Pupils should know:

	<ul style="list-style-type: none"> <li>● how to make a clear and efficient call to emergency services if necessary.</li> <li>● concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>● key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>● about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>