



ST. CHRISTOPHER'S ACADEMY

RSHE Policy

Relationships, Sex and Health Education
Academic Year 2025/26

Review Cycle: Annual

Approved by: Governing Body

Next Review: July 2026



Contents

1. Policy Statement and Rationale

1.1 Legal Framework

1.2 St. Christopher's Academy Context

2. Curriculum Intent

2.1 Aims and Objectives

2.2 Values and Principles

3. Curriculum Implementation

3.1 Programme of Study

3.2 Teaching Approaches

3.3 Staff Training and Support

4. Curriculum Impact

4.1 Assessment and Monitoring

4.2 Pupil Outcomes

5. Statutory Requirements

5.1 Parental Consultation

5.2 Right to Withdraw

6. Safeguarding

7. Equalities and Inclusion

8. Policy Review

1. Policy Statement and Rationale

This policy sets out the framework for the delivery of Relationships, Sex and Health Education (RSHE) at our academy. It reflects our commitment to providing a comprehensive, age-appropriate curriculum that equips pupils with the knowledge, skills and attributes they need to keep themselves healthy and safe, and to prepare them for life and work in modern Britain.

Policy Commitment

We are committed to delivering high-quality RSHE that is inclusive, evidence-based, and responsive to the needs of our diverse pupil population. Our curriculum is designed to support pupils' personal development, wellbeing, and academic success.

1.1 Legal Framework

This policy is informed by and compliant with the following statutory guidance and legislation:

- **Relationships Education, Relationships and Sex Education (RSE) and Health Education:** Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers (DfE, 2025/26)
- **Equality Act 2010:** Requirements to eliminate discrimination, advance equality of opportunity, and foster good relations
- **Keeping Children Safe in Education (KCSIE) 2025:** Safeguarding requirements and statutory guidance
- **Special Educational Needs and Disability Code of Practice:** Inclusive education requirements
- **United Nations Convention on the Rights of the Child (UNCRC):** Rights-based approach to education

1.2 St. Christopher's Academy Context

St. Christopher's Academy serves a diverse community with pupils from a range of cultural, ethnic, and socio-economic backgrounds. We recognise that our pupils come from families with varied structures, beliefs, and lived experiences. Our RSHE curriculum is designed to

be inclusive and respectful of this diversity while ensuring all pupils receive the statutory knowledge and skills they need.

Our local context includes:

- A diverse pupil population reflecting the multicultural nature of our community
- Mixed socio-economic backgrounds with varying levels of disadvantage
- Significant numbers of pupils with English as an additional language
- A strong commitment to pupil wellbeing and safeguarding
- High priority placed on online safety and digital citizenship

2. Curriculum Intent

2.1 Aims and Objectives

Our RSHE curriculum is designed to enable pupils to:

Domain	Intent	Expected Outcomes
Relationships	Develop healthy, respectful relationships	Pupils understand different relationships, demonstrate respect, and can identify healthy/unhealthy dynamics
Health	Make informed decisions about health and wellbeing	Pupils understand physical and mental health, can make healthy choices, and know when to seek help
Safety	Keep themselves and others safe	Pupils understand risks, can identify unsafe situations, and know how to seek help
Digital Wellbeing	Navigate the online world safely and responsibly	Pupils understand online risks, can protect their privacy, and demonstrate positive digital citizenship

2.2 Values and Principles

Our RSHE curriculum is underpinned by the following core values:

- **Respect:** For self, others, and differences in beliefs, backgrounds, and identities

- **Inclusion:** All pupils are valued and represented in our curriculum
- **Honesty:** Age-appropriate, factual information delivered with sensitivity
- **Safety:** Prioritising pupil safety and safeguarding in all aspects of delivery
- **Empowerment:** Equipping pupils with knowledge and skills to make informed choices
- **Responsibility:** Developing pupils' sense of personal and social responsibility

3. Curriculum Implementation

3.1 Programme of Study

Our RSHE curriculum is delivered through the 1decision scheme of work, which provides comprehensive coverage of all statutory requirements. The programme is structured as follows:

Year Group	Lessons per Year	Key Themes	1decision Strands Used
EYFS	18 lessons	Body awareness, feelings, families, safety	Healthy Me, Relationships, Keeping Safe
Year 1–2	18 lessons each	Privacy, bullying, online safety, consent basics	All strands (age-appropriate)
Year 3–4	18 lessons each	Boundaries, puberty introduction, respectful relationships	All strands including Puberty
Year 5–6	18 lessons each	Puberty detail, reproduction, healthy relationships, transition	All strands including comprehensive Puberty

3.2 Teaching Approaches

RSHE is delivered through a variety of teaching approaches that engage pupils and promote active learning:

- **Discussion and Debate:** Creating safe spaces for pupils to explore ideas and ask questions
- **Scenario-Based Learning:** Using realistic scenarios to develop decision-making skills

- **Role-Play:** Practicing communication and relationship skills in a supportive environment
- **Circle Time:** Promoting listening, empathy, and respectful communication
- **Guest Speakers:** External visitors (safeguarding-checked) to enhance learning
- **Cross-Curricular Links:** Integration with Science, PE, Computing, and English

Ground Rules for RSHE Lessons

All RSHE lessons establish and maintain clear ground rules to create a safe learning environment. These include: respecting confidentiality (with safeguarding exceptions), active listening, no put-downs, the right to pass, and using correct terminology.

3.3 Staff Training and Support

All staff delivering RSHE receive appropriate training and ongoing support:

Training Type		Frequency	Content
1decision Training	Platform	Annual updates	+ Resource navigation, lesson delivery, assessment tools
RSHE Knowledge	Subject	Termly	Statutory content, age-appropriate delivery, answering questions
Safeguarding Update		Annual	KCSIE, identifying concerns, reporting procedures
Equalities and Diversity		Annual	Inclusive practice, challenging discrimination, LGBTQ+ inclusion

4. Curriculum Impact

4.1 Assessment and Monitoring

We assess and monitor the impact of our RSHE curriculum through multiple mechanisms:

- **Pupil Voice:** Regular surveys and focus groups to gather pupil feedback

- **Lesson Observations:** RSHE lead conducts termly observations of teaching
- **Work Scrutiny:** Annual review of pupil work and assessment records
- **Behaviour Data:** Analysis of behaviour incidents related to relationships and bullying
- **Staff Feedback:** Regular consultation with teaching staff on delivery and resources
- **Parent Feedback:** Annual survey and consultation opportunities

4.2 Pupil Outcomes

By the end of each key stage, pupils will demonstrate:

Key Stage	Knowledge	Skills	Attitudes
EYFS/KS1	Body parts, feelings, families, safety basics	Identifying emotions, asking for help, kind communication	Self-respect, respect for others, kindness
Lower KS2	Consent, boundaries, puberty introduction, online safety	Assertiveness, conflict resolution, critical thinking online	Empathy, responsibility, inclusivity
Upper KS2	Puberty reproduction, relationships, health detail, healthy mental	Decision-making, help-seeking, managing change, advocacy	Self-awareness, resilience, allyship

5. Statutory Requirements

5.1 Parental Consultation

In accordance with DfE guidance, we have consulted with parents on our RSHE policy and curriculum. This consultation:

- Was conducted in [Month/Year] with a [X]-week consultation period
- Included sharing the draft policy and scheme of work
- Provided opportunities for feedback via survey and consultation meetings
- Resulted in [summary of feedback and any changes made]
- Is repeated annually as part of our policy review cycle

Parents are kept informed of RSHE content through:

- Termly curriculum overviews shared on the St. Christopher's Academy website
- Parent information leaflet (available on request)
- Annual parent information sessions
- Open communication with class teachers

5.2 Right to Withdraw

Statutory Position on Withdrawal

Relationships Education: No right to withdraw. All pupils must receive this content.

Sex Education (non-statutory): Parents have the right to request withdrawal. The headteacher will discuss the request with parents and may approve except in exceptional circumstances.

Health Education: No right to withdraw. All pupils must receive this content.

Our approach to withdrawal requests:

- Headteacher meets with parents to understand concerns
- Explanation of curriculum content and rationale provided
- Alternative provision arranged if withdrawal approved
- Review meeting scheduled to discuss reintegration
- Request and decision documented in pupil file

6. Safeguarding

Safeguarding is embedded throughout our RSHE curriculum and delivery. All staff are trained to:

- Recognise signs of abuse, neglect, and exploitation
- Understand the link between RSHE content and safeguarding
- Respond appropriately to disclosures made during lessons
- Follow academy safeguarding procedures without exception
- Maintain appropriate professional boundaries

RSHE lessons may prompt pupils to disclose concerns. Staff are trained to:

- Listen without judgment and reassure the pupil
- Not promise confidentiality where safeguarding is a concern
- Record and report concerns immediately to the DSL
- Follow up as appropriate

7. Equalities and Inclusion

Our RSHE curriculum is inclusive and accessible to all pupils. We ensure:

- **Diverse Representation:** Materials reflect diverse families, relationships, and identities
- **LGBTQ+ Inclusion:** Respectful inclusion of LGBTQ+ people and relationships throughout
- **SEND Accessibility:** Differentiated materials and approaches for pupils with SEND
- **EAL Support:** Visual resources and vocabulary support for pupils with EAL
- **Cultural Sensitivity:** Content delivered with awareness of cultural backgrounds
- **Challenging Prejudice:** Active challenging of discrimination and stereotypes

8. Policy Review

This policy will be reviewed annually by the RSHE Lead, Senior Leadership Team, and Governing Body. The review will consider:

- Updates to statutory guidance
- Feedback from pupils, parents, and staff
- Assessment and monitoring data
- Changes to St. Christopher's Academy context or cohort
- Updates to 1decision resources

Version	Date	Author	Changes
1.0	September 2025	RSHE Lead	Initial policy for 2025/26 academic year

Policy Approved By:

Chair of Governors: _____ Date: _____

Headteacher:

_____ Date: _____

RSHE Lead:

_____ Date: _____