



Churchill Park Academy (Children Progressing to Adulthood)

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Relationships, Sex and Health Education (RSHE) Policy

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1. Introduction

This policy outlines Churchill Park Academy's commitment to provide effective, inclusive, and accessible Relationships, Sex and Health Education (RSHE) for all pupils, in partnership with parents and carers, who are the first educators of their children.

RSHE is a statutory requirement under:

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (2019)
- Updated DfE RSHE guidance (July 2025, statutory from September 2026)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, under sections 34 and 35 of the Children and Social Work Act 2017

For the full government guidance, see:

[DfE Relationships, Sex and Health Education Guidance](#)

We believe high-quality RSHE is every child's right, regardless of need or ability. RSHE contributes to our statutory duty to safeguard pupils and prepare them for the responsibilities and experiences of adult life.

2. What is RSHE?

RSHE is lifelong learning about physical, moral, and emotional development. At Churchill Park Academy it is:

- Developmentally appropriate – matched to pupils' cognitive and emotional stage, not just chronological age.
- Safeguarding-focused – helping pupils stay safe, healthy, and build fulfilling relationships.
- Inclusive and respectful – reflecting diversity, equality, and tolerance.
- Supportive of our ethos – independence, communication, inclusion, and respect.

Pupils learn about:

- Relationships, respect, and diversity
- Physical and mental health, including puberty, reproduction, and lifestyle choices
- Safety, including online safety, managing risks, and personal boundaries
- Families, rights, responsibilities, and identity

RSHE empowers pupils to:

- Build self-esteem, resilience, and respect for self and others
- Develop communication and critical thinking skills
- Recognise and manage feelings and relationships
- Know when and how to seek help

3. Curriculum Delivery

Framework Used

RSHE is delivered through the Jigsaw Scheme of Work (EYFS–Post-16), which integrates PSHE, RSHE, emotional literacy, mindfulness, and social skills. The curriculum is adapted and differentiated to meet the needs of SEND learners.

Jigsaw “Puzzles” (Themes)

- *Being Me in My World* – self-awareness, belonging, rights, responsibilities
- *Celebrating Difference* – diversity, equality, tackling prejudice
- *Dreams and Goals* – aspirations, teamwork, resilience
- *Healthy Me* – physical health, sleep, nutrition, substance awareness, safety
- *Relationships* – families, friendships, consent, conflict resolution, online safety
- *Changing Me* – puberty, body changes, reproduction, transitions, identity

Updated Coverage (Statutory from Sept 2026)

- Digital safety and online wellbeing (AI, deepfakes, sextortion, grooming, cyberbullying, digital reputation)
- Mental health and wellbeing (everyday feelings, bereavement, eating disorders, suicide prevention)
- Consent, respect, and personal safety (sexual harassment, revenge porn, VAWG, financial exploitation)
- Families and identity (same-sex parents, fostering, adoption, gender reassignment, protected characteristics)
- New topics: gambling, virginity testing, menstrual and gynaecological health (e.g. endometriosis), antimicrobial resistance, parenting, wider personal safety

4. Teaching Approaches

We use a wide range of approaches, adapted to the needs of our pupils:

- Weekly Jigsaw lessons and RSHE sessions (whole class and small group)
- Circle times to support communication, turn-taking, and respectful discussion
- Role-play, drama and social stories to explore relationships and choices
- Games and play-based learning to embed key ideas in accessible ways
- Problem-solving activities to develop independence and resilience
- Learning outside the classroom and activity days for practical application
- Sensory resources and multi-modal teaching (visuals, symbols, Makaton, AAC, ICT tools) to ensure accessibility
- Group agreements developed with pupils to promote safety, rights, and respect
- Question boxes and confidential routes for pupil questions (filtered by teachers for safeguarding)
- Cross-curricular links with Science, PE, Computing, Life Skills and Safeguarding themes
- Pupil voice opportunities: school council, surveys, EHCP reviews, and informal feedback

Teachers:

- Differentiate and adapt lessons to developmental stages and communication needs.
- Provide opportunities for pupils to explore concrete concepts before abstract ones.
- Signpost and pre-teach key vocabulary.
- Use active and practical strategies to engage all learners.

- Ensure a safe, non-judgmental environment where bullying, prejudice and discrimination are challenged.

Support staff:

- Reinforce learning in class and during targeted interventions.
- Work closely with teachers to personalise approaches.

5. Science Curriculum Links

Some statutory RSHE content is taught through Science, including:

- Human development and ageing
- Reproduction in plants and animals
- Offspring and inheritance
- Hygiene and healthy lifestyles
- The effects of diet, exercise, drugs, and lifestyle on health

6. Assessment

- Progress tracked through EHCP outcomes, personalised learning goals, and PSHE frameworks
- Ipsative assessment (progress against prior achievement)
- Evidence drawn from Jigsaw, Science, and Life Skills

7. Parents and Carers

Parents/carers are key partners in RSHE. We:

- Share curriculum plans and resources in advance
- Provide workshops, forums, and consultations

- Respect family values while ensuring statutory RSHE delivery
- Support parents to manage sensitive topics at home

Right to withdraw:

- Parents may withdraw their child from *sex education* (outside statutory Science) up to three terms before their child's 16th birthday. Pupils may opt back in at 15.
- There is no right to withdraw from Relationships or Health Education.

8. External Visitors

Health professionals and community partners may support delivery. They:

- Are briefed on safeguarding and confidentiality policies
- Work alongside staff (not instead of them)
- Use resources reviewed and approved by the school

9. Safeguarding and Confidentiality

- Staff cannot offer unconditional confidentiality.
- Safeguarding concerns are passed to the Designated Safeguarding Lead (DSL).
- Pupils are taught that abuse is never their fault and how to seek help.
- RSHE reinforces bodily autonomy, consent, and safe/unsafe behaviours.

10. Menstrual Wellbeing

We provide practical and tailored support for pupils experiencing menstruation, ensuring dignity, access to facilities, and personalised interventions.

11. Monitoring and Review

- RSHE delivery is monitored by the PSHE Lead and SLT.
- Staff receive annual training and updates in line with new legislation.
- Policy reviewed annually, or earlier if statutory changes require.

12. Associated Policies

This policy should be read with:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Behaviour Policy
- SEND Policy
- Equality, Diversity and Inclusion Policy
- E-Safety and Acceptable Use Policy
- Teaching and Learning Policy
- Early Years Policy

13. Governance

- Governor responsible for RSHE: Paul Rout
- Date written: September 2021
- Updated: July 2025 (reflecting statutory guidance for Sept 2026)
- Next Review:
- Approval: Pending Governors

