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 providing 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 full guidance, see the Department for Education 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.

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## 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.
- Teaching reflects the protected characteristics identified within the Equality Act 2010 and promotes equality, diversity, inclusion, mutual respect and respect for difference.
- Supportive of our ethos of 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

  RSHE also supports the school's Preparation for Adulthood vision by helping pupils develop the knowledge, skills and confidence needed for independence, self-care, community participation, healthy relationships and successful adult lives.

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**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.

At Churchill Park Academy, learning is matched to pupils' developmental stage, communication needs and understanding rather than chronological age alone. As a specialist SEND setting, we recognise that some pupils may be more vulnerable to abuse, exploitation, unhealthy relationships, coercion and online harms. Our RSHE curriculum therefore places a strong emphasis on communication, consent, body autonomy, personal safety, recognising risk, self-advocacy and seeking help. Learning is personalised and delivered through pre-formal, semi-formal and formal approaches as appropriate to individual need.

**Jigsaw "Puzzles" (Themes)**

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

**Updated Coverage (Statutory from September 2026)**

- Digital safety and online wellbeing, including AI, deepfakes, sextortion, grooming, cyberbullying and digital reputation
- Mental health and wellbeing, including everyday feelings, bereavement, eating disorders and suicide prevention
- Consent, respect and personal safety, including sexual harassment, image-based abuse, violence against women and girls, and financial exploitation
- Families and identity, including same-sex parents, fostering, adoption, gender reassignment and protected characteristics
- Gambling, virginity testing, menstrual and gynaecological health, antimicrobial resistance, parenting and wider personal safety

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## 4. Teaching Approaches

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

- Weekly Jigsaw lessons and RSHE sessions delivered through whole-class, small-group and individual approaches
- 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 concepts in accessible ways
- Problem-solving activities to develop independence and resilience
- Learning outside the classroom and themed activity days for practical application
- Sensory resources and multi-modal teaching approaches, including visuals, symbols, Makaton, AAC and assistive technology
- Group agreements developed with pupils to promote safety, rights and respect
- Question boxes and opportunities for pupils to ask questions safely and appropriately, recognising that staff cannot guarantee confidentiality and will follow safeguarding procedures where necessary
- Cross-curricular links with Science, PE, Computing, Life Skills and safeguarding themes
- Pupil voice opportunities through school council, surveys, EHCP reviews and informal feedback
- Where appropriate, pupils contribute to the development and review of RSHE learning to ensure the curriculum remains relevant, meaningful and responsive to their needs
- Teaching supports pupils to develop an understanding of choice, consent, privacy, personal boundaries and supported decision-making appropriate to their developmental stage, communication abilities and individual needs

**Teachers**

Teachers will:

- Differentiate and adapt learning to developmental stages and communication needs
- Provide opportunities for pupils to explore concrete concepts before abstract concepts
- Signpost and pre-teach key vocabulary
- Use active and practical strategies to engage all learners
- Ensure a safe, inclusive and non-judgemental environment where bullying, prejudice and discrimination are challenged

**Support Staff**

Support staff will:

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

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**5. Science Curriculum Links**

Some statutory RSHE content is taught through the Science curriculum, 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

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**6. Assessment**

Progress is assessed through:

- EHCP outcomes
- Personalised learning goals
- PSHE assessment frameworks
- Ipsative assessment, measuring progress against prior achievement
- Evidence gathered through Jigsaw, Science and Preparation for Adulthood learning

## 7. Parents and Carers

Parents and carers are key partners in RSHE. We will:

- Share curriculum plans and resources where appropriate
- Provide workshops, forums and consultation opportunities
- Respect family values while ensuring statutory requirements are met
- Support parents and carers in discussing sensitive topics at home

### Right to Withdraw

Parents/carers may withdraw their child from sex education delivered outside of the statutory Science curriculum up to three terms before their child's sixteenth birthday.

Pupils may choose to receive sex education themselves from the age of fifteen if they have previously been withdrawn.

There is no right to withdraw from Relationships Education or Health Education.

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## 8. External Visitors

Health professionals and community partners may support RSHE delivery. All visitors:

- Are briefed on safeguarding and confidentiality requirements
- Work alongside school staff, not instead of them
- Use resources that have been reviewed and approved by the school

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## 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 and unsafe behaviours.

- Staff receive training on responding appropriately to questions and disclosures that may arise during RSHE lessons and follow the school's safeguarding procedures where concerns are identified.
- Particular consideration is given to safeguarding pupils with SEND, recognising that communication differences, dependency on adults and increased vulnerability may create additional barriers to recognising, reporting or communicating concerns.
- We recognise that some pupils may communicate concerns or experiences non-verbally. Staff are trained to identify behavioural, physical and emotional indicators that may suggest a safeguarding concern and respond in accordance with the school's safeguarding procedures.
- RSHE supports pupils to recognise healthy and unhealthy relationships, understand consent and personal boundaries, identify abuse and exploitation, and know how to access help and support.

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**10. Menstrual Wellbeing**

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

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**11. Monitoring and Review**

- RSHE delivery is monitored by the PSHE Lead and Senior Leadership Team.
- Staff receive annual training and regular updates in line with statutory guidance and emerging safeguarding themes.
- The impact of RSHE is reviewed through curriculum monitoring, pupil voice, parental feedback and outcomes for pupils.
- This policy will be reviewed annually or sooner if legislative changes require.

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**12. Associated Policies**

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy

- Anti-Bullying Policy
- SEND Policy
- Equality, Diversity and Inclusion Policy
- Online Safety and Acceptable Use Policy
- Teaching and Learning Policy
- Early Years Policy
- Attendance Policy

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**13. Governance**

- Governor with responsibility for RSHE: Paul Rout
- Date Written: September 2021
- Updated: September 2026
- Next Review: September 2027
- Approval: Governing Body

For the full government guidance, see:
DfE Relationships, Sex and Health Education Guidance