

Christ Church C of E School

Relationships Education, Relationships and Sex Education and Health Education (RSHE) Policy



Christ Church C of E School
Redhill Street
Regent's Park
NW1 4BD

Vision and Values

The Christian faith is at the heart of our school community.

At Christ Church we all care, learn and work together for God and others.

'For we are all God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do'. Ephesians 2:10

Our Christian Values are

Creation, Community, Endurance, Thankfulness, Reconciliation, Wisdom

The distinctive nature of our approach to education can be found in our explicit Christian values, our collective worship, our grounded Christian ethos, our carefully crafted curriculum and in our Religious Education.

We aim to provide ambitious learning opportunities, promoting achievement in every area and nurturing social, emotional and spiritual well-being.

We actively promote the children's cultural capital (defined as the acquisition of skills and knowledge which an individual can draw on to give them an advantage in life). We will introduce them to strong role models who will impart their knowledge and wisdom to help the children engender an appreciation of human creativity and achievement and to become responsible local and global citizens.

Character and resilience are the qualities we promote within our children, developing the inner resources that we call on to help us in life. We instil these qualities in our children to make sure that they are ready to make their way in the world as robust, confident and inquisitive individuals.

We know that confidence, knowledge and skills will help them to become compassionate and well-balanced young people. We want them to take their place in society as active citizens, economically independent, exemplifying the British values of equality, mutual respect, democracy, individual liberty and rule of law.

We use our six Christian values, Creation, Wisdom, Thankfulness, Community Endurance and Reconciliation, to reinforce and enrich our teaching wherever applicable.

Creation

For every house is built by someone, but God is the builder of everything. Hebrews 3:4

Wisdom

For the LORD gives wisdom; from his mouth come knowledge and understanding. Proverbs 2:6

Thankfulness

Give thanks to the LORD, for he is good; his love endures forever. 1 Chronicles 16:34

Community

My command is this: Love each other as I have loved you. John 15:12

Endurance

Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up. Galatians 6:9

Reconciliation

Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. Colossians 3:13

Our vision is inclusive and seeks to promote the whole child thrive within our Christ Church family.

Each member of our Christ church family; children, parents and staff are valued as God's creation. We believe in full inclusion and acceptance of all and that this allows every individual to flourish.

Relationships and Sex Education and Health Education (RSHE) Policy

This policy was initially agreed by Governors in May 2021. It was fully reviewed in May 2023 and then again in June 2025.

The most recent review was carried out in June 2026 to reflect changes in national guidance.

There will be a full review of this policy in the academic year 2028/29 or earlier to reflect changes in national guidance.

Initial Policy Date: Spring 2021

Reviewed: May 2023

Review Date: May 2025

FGB approved review: 15/5/25

FGB approved review: 1/7/26

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Aims

The aims of relationships and sex education (RSE) at Christ Church are to:

- Provide a framework in which sensitive discussions can take place.
 - Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
 - Help pupils develop feelings of self-respect, confidence, and empathy, and cultivate positive characteristics such as kindness and integrity.
 - Create a positive culture around issues of sexuality and relationships.
 - Teach pupils the correct vocabulary to describe themselves and their bodies.
 - Develop pupils age-appropriate understanding of healthy relationships including respect and consent.
- Safeguard adults and pupils.
- Ensure RSHE meets the requirements of the Equalities Act 2010, safeguarding guidance and the SEND Code of Practice.

Church of England Charter

As a Church of England School, we undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships and sex education and health education (RSHE).

This is underpinned by two key biblical passages:

So, God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)

I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

Statutory requirements

At Christ Church, we teach RSHE as set out in this policy.

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [Relationships and Sex Education \(RSE\) and Health Education guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

Sections 404 to 407 of the Education Act 1996.

Part 6, chapter 1 of the [Equality Act 2010](#)

The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Links to Other Policies

This policy should be read alongside the following school policies:

Safeguarding

Behaviour/Anti-Bullying

Online Safety

Equality Objectives

SEND

Policy development

This policy has been developed in consultation with staff, pupils, and parents/carers. The consultation and policy development process involved the following steps:

Review – a staff working group identified and reviewed national and local guidance to produce the curriculum and policy.

Staff consultation – all school staff were given the opportunity to review the draft curriculum and policy and make recommendations.

Parent/stakeholder consultation – interested parties were invited to attend a meeting to review the draft curriculum and policy and comment.

Pupil consultation – the School Council representatives were invited to review the draft curriculum and

comment.

Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition for Relationship and Sex Education and Health Education

Relationships and Sex Education (RSE) and Health Education provide pupils with the knowledge, skills and attributes they need to keep themselves healthy and safe and to prepare for adult life. RSE is concerned with the emotional, social, cultural and physical development of pupils, and includes learning about healthy and respectful relationships, consent, mental wellbeing, online safety, diversity and personal identity.

The statutory curriculum is age-appropriate, inclusive, evidence-based and delivered in a safe, supportive environment that enables pupils to explore attitudes and values while developing respect for others. RSE equips pupils to make informed decisions, recognise risk, build resilience, understand the law and know how and when to seek help. It supports safeguarding by promoting equality, challenging harmful behaviours and misconceptions, and ensuring that pupils receive accurate information. RSE is not about the promotion of sexual activity, but about enabling young people to develop healthy, respectful and responsible relationships.

Safeguarding

Safeguarding underpins the delivery of Relationships and Sex Education (RSE). Effective RSE supports pupils to recognise abuse, understand healthy and unhealthy relationships, respect boundaries, understand consent and the law, and seek help when needed. Staff understand that disclosures may arise during RSE lessons. While RSE is delivered in a safe and supportive environment, confidentiality cannot be guaranteed where a pupil may be at risk of harm. Any concerns must be reported immediately to the Designated Safeguarding Lead (DSL) in line with the school's safeguarding policy and statutory guidance, including Keeping Children Safe in Education (KCSIE) issued by the Department for Education.

When external visitors contribute to RSE, safeguarding responsibilities and reporting procedures are agreed in advance.

Confidentiality

The school is committed to providing a safe, respectful and supportive environment for the delivery of Relationships, Sex and Health Education (RSHE). We recognise that lessons may include sensitive discussions and aim to foster trust while maintaining clear professional boundaries. Students are encouraged to ask questions and participate openly; however, they are reminded that staff cannot offer absolute confidentiality. If a disclosure indicates that a student is at risk of harm or raises a safeguarding concern, staff have a duty to follow the school's safeguarding procedures and report the matter to the Designated Safeguarding Lead (DSL) in accordance with statutory guidance, including Keeping Children Safe in Education issued by the Department for Education.

Ground rules are established at the start of RSHE lessons to promote respectful discussion and to make clear that personal information shared within the classroom must not be discussed elsewhere. Staff will handle any disclosures sensitively and share information only where necessary to protect a student's safety or wellbeing.

Any external visitors contributing to RSHE are required to adhere to the school's confidentiality and safeguarding policies.

Curriculum

The school's Relationships, Sex and Health Education (RSHE) curriculum is set out in this policy. It has been developed in consultation with parents and carers, pupils and staff, and is informed by statutory guidance. The curriculum is age-appropriate, inclusive and carefully sequenced to reflect the developmental needs, context and wellbeing of our pupils.

Teachers respond to pupils' questions with honesty and sensitivity, within the boundaries of this policy and the law. Where questions fall outside the planned curriculum, staff will provide appropriate information or signpost support, ensuring pupils receive accurate guidance rather than seeking unreliable sources.

Curriculum materials are available to parents and carers on request in line with statutory requirements.

Delivery of RSE and Health Education

Curriculum Delivery: Relationships, Sex and Health Education (RSHE) is delivered primarily through the Personal, Social, Health and Economic (PSHE) curriculum, with biological aspects taught within science and relevant themes reinforced through Religious Education (RE) and other subjects where appropriate. The curriculum is carefully sequenced within a planned scheme of work, with core knowledge delivered in manageable units to support understanding and application. RSHE develops pupils' understanding of healthy and respectful relationships, including families, friendships, online relationships, personal safety. It is delivered by appropriately trained staff and designed to be inclusive, meeting the needs of all pupils, including those with SEND. The curriculum promotes equality, respect and understanding of the law, including the protected characteristics set out in the Equality Act 2010.

Managing Difficult Questions: Pupils may raise questions beyond the planned curriculum or about topics from which they have been withdrawn. Staff will respond factually and age-appropriately, within the boundaries of this policy and safeguarding procedures. Where appropriate, pupils may be encouraged to speak with a parent, carer or safe adult, or signposted to suitable support services. Staff receive training to manage sensitive questions confidently and to identify when concerns must be referred to the Designated Safeguarding Lead (DSL).

Inclusivity: RSE is delivered in a respectful and inclusive manner, reflecting the diverse backgrounds, needs and experiences of pupils. Teaching ensures pupils feel safe, supported and able to engage fully. Learning may take place in whole-class, small-group or individual settings, with appropriate differentiation to meet individual needs, including the needs of children with SEND. Teaching will cover biological sex and the protected characteristic of gender reassignment factually and in line with the Equality Act. The curriculum reflects the diversity of families and communities and avoids stigmatisation.

Use of Resources: Teaching uses a range of appropriate strategies, including discussion, reflection and structured activities. All resources are formally reviewed to ensure they are accurate, age-appropriate, evidence-based, aligned with statutory guidance and drawn from credible sources. Materials are selected with sensitivity to pupils' experiences. The school will not teach concepts of gender identity as fact nor use resources that encourage pupils to question their gender. Resources will be made available to parents and carers on request.

Assessment and Review: Learning is assessed in line with whole-school practice through written work, discussion, quizzes and teacher observation. Assessment focuses on knowledge and understanding rather

than personal beliefs. The curriculum may be adapted to respond to pupils' needs and context, and parents and carers will be informed of any significant changes.

Legal Context: Pupils are taught about relevant legal frameworks to support understanding of rights, responsibilities and boundaries. This includes marriage and civil partnerships, consent and the age of consent.

Use of external organisations

Where external organisations or third-party materials are used to support RSHE, the school will ensure that all content is accurate, age-appropriate, developmentally suitable, balanced and compliant with our legal duties, including political impartiality.

Appropriate due diligence will be undertaken before engagement. This includes reviewing materials in advance, confirming that content aligns with this policy, the Teachers' Standards, the Equality Act 2010, the Human Rights Act 1998 and the Education Act 1996, and ensuring the organisation's approach is educationally appropriate and safeguarding-compliant. The school will clarify the content to be delivered, understand the organisation's position on relevant issues, confirm the identity of speakers and follow normal safeguarding procedures, including reasonable background checks where appropriate.

A member of school staff will be present at all times during sessions and retains the right to intervene or stop a session if necessary. External organisations must agree that materials can be shared with the school and with parents and carers on request and must comply with data protection and photography protocols.

The school will not work with organisations that promote extreme political positions or refuse to share materials for review.

Roles and responsibilities

The Governing Board: The governing board is responsible for approving this policy and holding the headteacher to account for its implementation. Where delegated, approval rests with the Data and Curriculum Committee, with the governing board retaining oversight of compliance and impact.

The Headteacher: The headteacher is responsible for ensuring that RSHE is delivered consistently and in line with statutory requirements, that appropriate resources are in place, and that parents and carers have access to curriculum materials on request. The headteacher is also responsible for managing requests to withdraw pupils from non-statutory components of RSE, in accordance with the law and this policy.

Staff: Staff are responsible for delivering RSHE in a professional, sensitive and age-appropriate manner; modelling respectful attitudes and behaviour; responding to the needs of individual pupils; and monitoring progress. Staff must challenge harmful language and stereotypes, including sexism, misogyny and homophobia, and promote equality and respect at all times. Any safeguarding concerns or disclosures arising from RSHE must be reported immediately to the Designated Safeguarding Lead (DSL) in line with school procedures. Staff do not have the right to opt out of teaching RSHE. Any concerns about delivering the curriculum should be discussed with the headteacher.

Pupils: Pupils are expected to engage fully in RSHE and to contribute to discussions with respect, maturity and sensitivity towards others.

Engaging and Involving Parents/Carers

The school recognises that parents and carers are key partners in delivering high-quality Relationships and Sex Education (RSE). In line with statutory guidance, we are committed to transparency, consultation and meaningful engagement. Parents and carers are consulted when the RSE policy is developed or reviewed to ensure it reflects the needs of the community while remaining compliant with statutory requirements and the Equality Act 2010.

This policy is published on the school website, and information about the curriculum's aims, content and sequencing is shared through school communications. Parents and carers are provided with advance information about topics to be covered and may request to view curriculum materials, including example lesson resources, at any time. The school will not enter into any contractual agreements that restrict sharing materials with parents/carers.

The school offers opportunities for engagement, such as information sessions or workshops, and will make alternative arrangements available where attendance is not possible. Through open communication and partnership with families, the school aims to ensure that pupils receive consistent, supportive messages about relationships, health and wellbeing.

Parents'/Carers right to withdraw

Parents and carers have the right to request that their child be withdrawn from the non-statutory components of sex education. They do not have the right to withdraw their child from Relationships Education, Health Education, nor from statutory science content, including teaching about puberty and reproduction. Requests for withdrawal must be made in writing. The headteacher will meet with parents/carers to explain the curriculum and discuss the implications of withdrawal, before responding in writing. A record of the request will be kept on the pupil's file. Alternative supervised work will be provided for the child to do in another class. Parents may seek resources from the PSHE Coordinator to discuss these topics at home.

Training Staff to deliver RSE

The school recognises that RSE must be delivered by staff who are knowledgeable, skilled and confident. Training in the delivery of Relationships, Sex and Health Education (RSHE) forms part of staff induction and is included within the school's continuing professional development programme.

Professional development is provided through a range of opportunities, including school-based INSET, team teaching, classroom observation, peer coaching and external training delivered by accredited providers.

Where appropriate, external professionals may provide additional training or support to staff to ensure high-quality and up-to-date delivery of the curriculum.

Monitoring Arrangements

The delivery and quality of RSE are monitored by the headteacher through curriculum planning reviews, lesson observations, learning walks, pupil voice and work scrutiny, as appropriate. Safeguarding and behaviour data may also inform evaluation of impact. Pupils' progress is monitored by teachers in line with the school's assessment systems. This policy will be reviewed by the SLT every two years. At each review, it will be approved by the Data and Curriculum Committee.

Dissemination of the Policy

This policy is published on the school website and is available to parents and carers on request.

Content and Organisation of Relationships Education

Where is Relationships Education taught?

Relationships Education will be taught through a planned programme of PSHE and RSE taught as timetabled lessons in all Years. Sometimes this will be organised as blocks of teaching eg teaching about preventing bullying to coincide with anti-bullying week or integrated into topics such as Me and My family, Keeping Safe and Online Safety.

What is taught in Relationships Education?

Our Relationships Education programme

Reflects the statutory requirements in the DfE Guidance that describes what needs to be taught by the end of primary (see appendix 1)

We have planned the curriculum so that the knowledge, skills and attitudes are appropriate to the age and maturity of pupils and progress from one year to another, building on what has been learnt in previous years.

Statutory content for Relationships Education

Topic	By the end of Primary, pupils should know
Families and people who care for me	- That families are important for children growing up safe and happy because they can provide love, security and stability -The characteristics of safe and happy healthy family life, such as 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. - That the families of other children, 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 are at the heart of safe and happy families, and are important for children's security as they grow up. - That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	-How important friendships are in making us feel happy and secure, and how people choose and make friends. -That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. - That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. - The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

	- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened - How to manage conflict and that resorting to violence is never right. - How to recognise when a friendship is making them feel unhappy or uncomfortable and how to get support when needed.
Respectful, kind relationships	- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. - The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. - How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. - Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. - That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs - Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. - The conventions of courtesy and manners. - The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. - 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. - The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. - What a stereotype is, and how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. - How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online relationships	- That people should be respectful in online interactions, and that the same principles apply to online relationships as face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. - How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and

	how to report this. - That there is a minimum age for joining social media (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. - The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. - Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. - That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	- What sorts of boundaries are appropriate in friendships with peers and others (online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. - The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and do not know. - How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. - How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. - How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Statutory content for Health Education (relevant to Relationships Education and Sex Education)

Topic	By the end of Primary, pupils should know
Developing Bodies	Developing bodies Curriculum content: 1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

	3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.
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Statutory Content RSE in National Curriculum Science

The programmes of study for science are set out year-by-year. Within each key stage, schools have the flexibility to introduce content earlier or later than set out in the programme of study. Schools can also introduce key stage content during an earlier key stage if appropriate.

Year 1

Animals, including humans

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

Animals, including humans

Notice that animals, including humans, have offspring which grow into adults

Non-statutory Guidance

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: growing into adults can include reference to baby, toddler, child, teenager, adult.

Year 3

No content linked to RSE

Year 4 No content linked to RSE

Year 5

Living things and their habitats

Describe the life process of reproduction in some plants and animals.

Non-statutory guidance

Pupils should find out about different types of reproduction, including sexual reproduction in animals.

They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Animals, including humans

Describe the changes as humans develop to old age.

Non-statutory guidance

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with

humans; by finding out and recording the length and mass of a baby as it grows.

Year 6

No content linked to RSE

Organisation of RSE at Christ Church

Year 1	Understand how they are growing and changing, that babies become children then adults, different types of families and what makes a good friend, know there are different types of toys that can all be enjoyed by boys and girls
Year 2	Introduce the concept of male and female and gender stereotypes, growing from young to old (human lifecycle), to make a new life needs a male and a female, showing care to others, how people are cared for at different stages of their lives, different types of families and how they care for each other
Year 3	Understand and explore stereotypes, including gender, family differences, name some male and female body parts using scientific words
Year 4	Main stages of the human life cycle, some basic information about physical and emotional changes at puberty, keeping clean at puberty
Year 5	Changing and growing since they were younger, physical and emotional changes at puberty, menstruation and wet dreams, how and why emotions and relationships (including with friends and family) change during puberty, how to manage the changes
Year 6	Exploring worries at puberty, attitudes to gender, impact of gender stereotyping, different kinds of relationships, qualities of positive, healthy relationships, how to manage changing relationships, difference between safe and healthy relationships and unhealthy relationships, how a baby is made-sexual intercourse, conception, basic facts about pregnancy