



Relationships, Sex and Health Education (RSHE) Policy

Academic year 2026/27

Contents

1. Statement of intent
 2. Statutory requirements
 3. Policy development and consultation
 4. Aims
 5. Curriculum
 6. Delivery of RSHE
 7. Use of resources and external organisations
 8. Safeguarding, confidentiality and sensitive issues
 9. Roles and responsibilities
 10. Parents' and carers' right to withdraw
 11. Training
 12. Monitoring arrangements
 13. Related policies
- Appendix 1: RSHE curriculum overview
- Appendix 2: Parent/carers withdrawal form

Source and status note

This school-level policy has been updated with reference to the Department for Education statutory guidance on Relationships Education, Relationships and Sex Education and Health Education in force from 1 September 2026, Keeping Children Safe in Education 2026, and the academy model policy supplied by The Key. It has been adapted for Churnet View Middle School as an academy educating pupils in Years 5 to 8.

The curriculum map and named role-holders should be checked and completed before consultation and formal approval. The school should also confirm consistency with the current Talentum Learning Trust scheme of delegation and funding agreement.

1. Statement of intent

At Churnet View Middle School, we recognise the importance of Relationships, Sex and Health Education (RSHE) in equipping pupils with the knowledge, understanding and skills they need to make informed decisions about their wellbeing, health and relationships. RSHE supports pupils to develop self-respect, confidence, empathy, kindness and integrity, and to know how and when to seek help.

RSHE will be delivered in an age-appropriate, factual, inclusive and developmentally appropriate manner. Teaching reflects the Equality Act 2010 and the Public Sector Equality Duty and is delivered in a politically impartial manner. The school will teach established facts and the law accurately and will not present contested views as fact.

2. Statutory requirements

Churnet View Middle School is an academy educating pupils across the primary and secondary phases. Under section 34 of the Children and Social Work Act 2017, the school must provide Relationships Education and Health Education to pupils in Years 5 and 6 and Relationships, Sex and Health Education to pupils in Years 7 and 8.

Although academies are not required to follow the National Curriculum in full, the school offers a broad and balanced curriculum comparable to it, including statutory science content relevant to human development, puberty and reproduction.

In teaching RSHE, the school has regard to guidance issued by the Secretary of State under section 403 of the Education Act 1996 and the revised statutory RSHE guidance in force from 1 September 2026.

Sections 404 to 407 of the Education Act 1996

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

Part 6, Chapter 1 of the Equality Act 2010

The Public Sector Equality Duty under section 149 of the Equality Act 2010

Keeping Children Safe in Education 2026

The school's funding agreement and the Talentum Learning Trust scheme of delegation and relevant policies

3. Policy development and consultation

This policy will be developed and reviewed through a school-level process that takes account of statutory guidance, the needs and context of Churnet View Middle School and stakeholders' views.

The Headteacher and RSHE Lead review national and local guidance, safeguarding information and the curriculum.

Relevant staff are given an opportunity to review the policy, curriculum and resources.

Parents and carers are invited to comment on proposed changes and receive clear curriculum information and representative resources.

Age-appropriate pupil voice informs review.

The revised policy is considered and approved in line with the school and trust scheme of delegation.

Parents and carers will be consulted whenever the school develops or makes a significant change to this policy. The approved policy will be published on the school website and made available free of charge on request.

4. Aims

Provide a safe framework for sensitive discussion.

Prepare pupils for puberty and adolescence and develop understanding of health, hygiene and human development.

Develop self-respect, confidence, empathy, kindness and integrity.

Promote healthy, safe and nurturing relationships.

Support physical health, mental wellbeing and emotional literacy.

Teach accurate, age-appropriate vocabulary.

Help pupils recognise healthy and unhealthy relationships, abuse, exploitation, harassment and harmful behaviour.

Develop understanding of consent, privacy, boundaries and the law.

Enable pupils to recognise and manage online and offline risks and seek help promptly.

4.1 Key Stage 2 aims

Understand safe, healthy and respectful relationships and diverse family structures.

Understand privacy, personal space, consent and appropriate boundaries.

Recognise bullying, abuse and unsafe contact and know how to report concerns.

Develop positive mental wellbeing and understand online relationships and safe online behaviour.

4.2 Key Stage 3 aims

Develop the knowledge and skills for healthy, safe and nurturing relationships.

Understand consent, kindness, care, respect, power and boundaries.

Recognise harmful sexual behaviour, sexual harassment and violence, domestic abuse, grooming and exploitation.

Understand relevant law and legal protections.

Critically evaluate online content and risks involving social media, image sharing, AI, deepfakes, grooming, scams and sextortion.

5. Curriculum

The RSHE curriculum is set out in the school's detailed curriculum map, with a summary at Appendix 1. It is carefully sequenced across Years 5 to 8 and may be adapted to respond to statutory guidance, safeguarding priorities and pupil need while maintaining full statutory coverage.

5.1 Inclusion and accessibility

Teaching will be accessible to all pupils, including pupils with SEND. Staff will make reasonable adjustments and use adaptive teaching, adapted resources, appropriate communication, and small-group or targeted teaching where needed. Planning will take account of developmental stage, communication needs, vulnerabilities and preparation for adulthood outcomes.

Teaching will be sensitive to pupils' experiences and backgrounds, including looked-after and previously looked-after children, young carers, kinship care arrangements and pupils vulnerable to abuse, exploitation or bullying.

5.2 Equality, respect and the law

The curriculum will promote equality, dignity and mutual respect and reflect the protected characteristics in the Equality Act 2010. Teaching about families will recognise a range of family structures, and no pupil will be stigmatised because of home circumstances.

6. Delivery of RSHE

RSHE is taught mainly within PSHE. Relevant biological content is taught through science, and complementary content may be taught through religious education, computing, design and technology, physical education and other subjects. Core knowledge will be communicated clearly and sequenced carefully. Filtering and monitoring will not unreasonably restrict access to appropriate teaching materials.

6.1 Key Stage 2

Families and people who care for pupils

Caring friendships

Respectful and kind relationships

Online safety and awareness

Being safe

General wellbeing, physical and mental health

Developing bodies, puberty and age-appropriate health education

Any sex education beyond statutory Relationships Education, Health Education and science content will be clearly identified in curriculum information.

6.2 Key Stage 3

Families and committed relationships

Respectful relationships, including friendships

Online safety, media literacy and digital behaviour

Being safe, consent, boundaries and relevant law

Age-appropriate intimate relationships and sexual health education

Mental wellbeing and physical health

Developing bodies and adolescence

Personal safety, first aid, drugs, alcohol, tobacco and vaping

Pupils will learn, at an age-appropriate level, about child-on-child abuse, harmful sexual behaviour, sexual harassment and violence, domestic abuse, grooming and exploitation, and how to seek support.

6.3 Online safety and emerging technology

RSHE will help pupils understand that the same standards of respect and safety apply online and offline. Age-appropriate teaching will include online relationships, privacy, personal data, image and information sharing, online pressure, grooming, exploitation, harassment, financial scams, phishing, online fraud, sextortion, misinformation and disinformation, artificial intelligence, AI-generated material, deepfakes and the influence of online content and influencers.

Pupils will be taught to think critically about online material, understand that digital content can be manipulated or redistributed, and know how and where to report concerns.

6.4 Teaching approaches and questions

Teaching may include discussion, scenarios, case studies, books, diagrams, videos, games, practical activities, anonymous question boxes and distancing techniques. Staff will answer questions sensitively, honestly and appropriately. Where a question falls outside the planned curriculum, staff may defer, consult the RSHE Lead or signpost an appropriate trusted adult. Pupils will not be directed to seek answers independently online.

7. Use of resources and external organisations

7.1 Selection and review of resources

Align with statutory guidance and this policy.

Are age and developmentally appropriate and accessible to pupils with SEND.

Are evidence-based, accurate and from credible sources.

Fit the planned sequence and learning outcomes.

Support politically impartial teaching.

Are sensitive to pupils' experiences and avoid stereotypes or contested views presented as fact.

7.2 Openness with parents and carers

Parents and carers will receive clear curriculum information, a representative sample of resources during consultation, and access to view all RSHE curriculum materials on request. Parents and carers cannot veto statutory curriculum content. Copyright will be respected, but will not prevent appropriate transparency.

7.3 External organisations and visitors

The school remains responsible for all externally delivered content. It will check organisations, named visitors, credentials, lesson plans and resources in advance; ensure suitability, accessibility, political impartiality and safeguarding compliance; clarify confidentiality and reporting; keep a member of staff present; and reserve the right to stop unsuitable delivery.

8. Safeguarding, confidentiality and sensitive issues

RSHE is part of the school's whole-school approach to safeguarding. Lessons may prompt questions, concerns or disclosures.

Staff will maintain a child-centred approach and act in the best interests of the child when responding to any concern, question or disclosure arising through RSHE.

Teaching will support pupils to recognise prejudice-based harm, racism, faith-based prejudice, discriminatory bullying and other behaviours that may affect safety, wellbeing and belonging. Any related safeguarding concern will be reported and managed in accordance with the school's Child Protection and Safeguarding Policy.

No pupil or adult is required to answer a personal question.

No pupil will be forced to participate in discussion.

Correct and appropriate factual vocabulary will be used.

Different views will be discussed respectfully, within the law and without personal disclosure.

Pupils may use agreed methods, including anonymous questions, to seek clarification.

Staff cannot offer unconditional confidentiality. Any concern or disclosure indicating risk of harm will be acted upon immediately under the Child Protection and Safeguarding Policy and KCSIE 2026, reported without delay to the DSL or a deputy, and recorded appropriately.

Staff will be alert to child-on-child abuse, harmful sexual behaviour, harassment and violence, online harm, grooming, exploitation and other abuse. Preventative teaching will not cause unreasonable alarm or suggest harmful behaviour is normal or inevitable.

9. Roles and responsibilities

9.1 The governing board or delegated committee

Approve this policy and hold the Headteacher to account.

Monitor pupils' progress, SEND accessibility, statutory alignment, parental information, annual review and website publication.

9.2 Headteacher and Senior Leadership Team

The Headteacher ensures consistent delivery, suitable resources and quality assurance, parental access to materials and appropriate management of withdrawal requests. SLT and the RSHE Lead oversee planning, training, safeguarding alignment, resource approval, monitoring and evaluation.

9.3 The RSHE Lead

Maintain the curriculum map and resources.

Support staff with planning, subject knowledge and sensitive questions.

Ensure links with safeguarding, SEND, science, computing and PSHE.

Monitor delivery, progression and accessibility.

Coordinate parent/carers information and report to leaders and governors.

9.4 Staff

Deliver RSHE sensitively, accurately and appropriately.

Model respectful attitudes and use approved resources.

Monitor understanding and make reasonable adjustments for pupils with SEND.

Challenge discrimination, prejudice, stereotypes and disadvantage, including discriminatory, sexist, misogynistic, homophobic, biphobic or otherwise prejudicial language and behaviour, and promote equality, dignity and respect for all members of the school community.

Report safeguarding concerns or disclosures immediately to the DSL or a deputy.

Follow agreed arrangements for pupils withdrawn from non-statutory or non-science sex education.

Staff do not have the right to opt out of teaching RSHE. Concerns about delivery should be discussed with the RSHE Lead or Headteacher so that support and training can be provided.

9.5 Pupils

Pupils are expected to engage appropriately, follow ground rules and treat others with respect and sensitivity.

10. Parents' and carers' right to withdraw

10.1 Content from which pupils cannot be withdrawn

Parents and carers cannot withdraw a child from Relationships Education, Health Education or science curriculum content, including puberty or reproduction.

10.2 Years 5 and 6

Parents and carers may withdraw a child from sex education additional to statutory Relationships Education, Health Education and science. The Headteacher will grant such requests. Discussion will be offered but is not required. Appropriate, purposeful alternative education will be provided.

10.3 Years 7 and 8

Parents and carers may request withdrawal from non-statutory or non-science sex education. Except in exceptional circumstances, including safeguarding or specific vulnerability, the Headteacher will agree the request until three terms before the pupil turns 16. The decision and arrangements will be confirmed in writing. From three terms before age 16, a pupil may choose to receive sex education. Appropriate, purposeful alternative education will be provided during withdrawal.

11. Training

Staff receive RSHE training through induction and continuing professional development, including statutory content, safeguarding, sensitive questions, SEND accessibility, resources, political impartiality and disclosures. Appropriately checked specialists may support training or delivery.

12. Monitoring arrangements

Curriculum and planning scrutiny

Learning walks

Book or work scrutiny where relevant

Pupil, staff and parent/carers voice

Review of resources and external provision

Assessment of pupils' knowledge and understanding

Review of relevant safeguarding themes and contextual information, while maintaining confidentiality

Pupils' development and understanding will be monitored through internal assessment sufficient to identify what pupils know, remember and can apply.

The impact of RSHE will also be considered through pupils' participation, wellbeing, confidence, engagement, sense of belonging and preparedness for life beyond school, alongside their curriculum knowledge and understanding.

This policy will be reviewed annually by the Headteacher and RSHE Lead and approved under the trust scheme of delegation. Parents and carers will be consulted on significant revisions. The approved version will be published online and available free of charge.

13. Related policies

Child Protection and Safeguarding Policy

Behaviour Policy

Online Safety Policy

Anti-Bullying Policy

SEND Policy

Equality Information and Objectives

PSHE Policy

Staff Code of Conduct

Visitors and External Speakers procedures, where applicable

Approved by	Headteacher / Local Governing Board
Approval date	30/09/2026
Policy owner	Headteacher / PSHE and RSHE Lead
Next review due	Annually, by September 2027

Appendix 1: RSHE curriculum overview

Appendix 1: RSHE / PSHE Curriculum Yearly Overview

Year	Curriculum themes across the year	Key knowledge and outcomes	Transition and progression	Resources / Provider
Y5	Emotional wellbeing: emotions, distractions, thinking habits, worry and managing reactions. Relationships: inclusion, respectful relationships and bullying. Financial wellbeing: spending influences, financial wellbeing and support. Health: water safety, dental health, sleep, sun safety and hygiene. Families: diverse families, family changes and PANTS. Environment: connecting with nature and everyday actions. https://ttlt-my.sharepoint.com/personal/sjohnson_ttlt_org_uk/_layouts/15/Doc.aspx?sourcedoc={2070B6EA-B1AD-49A4-A2CB-EE431D33121C}&file=PHSE 2026 to 2027 long term overview.xlsx&action=default&mobiledirect=true	Develop emotional vocabulary and strategies for managing feelings. Recognise positive and respectful relationships and the impact of bullying. Understand	KS2 foundations: Establishes the core language, knowledge and help-seeking skills needed for increasingly complex learning in Y6 and KS3.	NSPCC PANTS for personal safety. Water-safety resources. School PSHE/RSHE resources and curriculum materials for emotional wellbeing, relationships, health, finance and environmental responsibility. (PHSE association)

Y e a r	Curriculum themes across the year	Key know ledg e and outc omes	Trans ition and prog ressi on	Resources / Provider
		rstand d basic finan cial wellb eing, perso nal safet y and healt hy lifesty le choic es. Know how and wher e to seek help.		
Y 6	Emotional wellbeing: regulation, positive thinking, stress and worry. Relationships and society: stereotypes and extremism. Finance: critical consumer skills and gambling risks. Health: water safety, medicines, drugs, tobacco, vaping and alcohol. Relationships: permission, boundaries and appropriate/inappropriate touch.	Stren gthen unde rstan ding of perso nal boun darie s,	KS2 → KS3: Cons olidat es prima ry RSHE and intro	Water-safety resources. School PSHE/RSHE resources. Puberty and periods assembly plus tutor follow-up resources. Careers resources linked to the whole-school careers programme. https://ttlt-my.sharepoint.com/personal/sjohnson_ttlt_org_uk/_layouts/15/Doc.aspx?sourcedoc={2070B6EA-B1AD-49A4-A2CB-EE431D33121C}&file=PHSE 2026 to 2027 long term

Y e a r	Curriculum themes across the year	Key know ledg e and outc omes	Trans ition and prog ressi on	Resources / Provider
	Careers: skills, careers and career routes. https://tltt-my.sharepoint.com/personal/sjohnson_tltt_org_uk/_layouts/15/Doc.aspx?sourcedoc={2070B6EA-B1AD-49A4-A2CB-EE431D33121C}&file=PHSE 2026 to 2027 long term overview.xlsx&action=default&mobileredirect=true	permission, safety and risk. Recognise influences and pressures surrounding substances and financial choices. Develop understanding of careers and future pathways.	duces concepts that underpin KS3 learning, including boundaries, permission, substances, risk, stereotypes, financial decisions and increasing independence.	overview.xlsx&action=default&mobileredirect=true (PHSE Association)

Y e a r	Curriculum themes across the year	Key know ledg e and outc omes	Trans ition and prog ressi on	Resources / Provider
		Puberty and periods are reinforced through assembly and form-tutor follow-up.		
Y 7	Emotional wellbeing: emotions, distraction, worry, stress and tension. Relationships: friendship, empathy, bullying, bystanders, peer influence and misogyny. Finance: online financial risks, gaming, social media, algorithms and online spending. Health: water safety, sleep, dental health and alcohol. Online safety: age ratings, relationships on screen and challenging content. RSHE: consent, assumptions, freedom and capacity, puberty and menstrual wellbeing.	Move from recognising healthy choices towards understanding influences on behaviour	Beginning KS3: learning about permission and boundaries develops into explicit	KS3 emotional-regulation booklets used by tutors up to Christmas. "Have You Got Their Back?" water-safety resource. School PSHE/RSHE resources covering consent, relationships, online safety, finance and health. (PHSE Association)

Y e a r	Curriculum themes across the year	Key know ledg e and outc omes	Trans ition and prog ressi on	Resources / Provider
		viour. Devel op a more detailed unde rstan ding of conse nt, relati onshi ps, onlin e envir onme nts, peer press ure and adole scent healt h.	it learni ng about conse nt and capac ity. Onlin e safety progr esses towar ds critica l under stand ing of medi a, algori thms and onlin e influe nces.	
Y 8	Emotional wellbeing: strong emotions, disappointments, setbacks and coping strategies. Identity/community: bias, stereotypes, discrimination, protected	Apply previ ous learni ng to	KS3 → high scho ol:	econoME financial education resources. “Have You Got Their Back?” water-safety resource.

Year	Curriculum themes across the year	Key knowledge and outcomes	Transition and progression	Resources / Provider
	characteristics and constructive disagreement. Finance: informed decisions, saving, borrowing and protecting money. Health: drugs, tobacco and nicotine, diet, exercise and physical health. Relationships: healthy/unhealthy relationships and conflict. Personal safety: gangs, risks, consequences and accessing support. https://tltt-my.sharepoint.com/personal/sjohnson_tltt_org_uk/_layouts/15/Doc.aspx?sourcedoc={2070B6EA-B1AD-49A4-A2CB-EE431D33121C}&file=PHSE 2026 to 2027 long term overview.xlsx&action=default&mobiledirect=true *In addition to this, Science look at human reproduction and puberty in the Spring/Summer Term.	increasingly complex situations. Recognise unhealthy relationships and behaviours. Understand discrimination and protected characteristics. Make increasingly independent	Develops independence, critical thinking and responsible decision-making, preparing pupils to continue secondary /PSHE with secure foundations in relationships	KS3 emotional-regulation materials. School PSHE/RSHE resources covering drugs, relationships, protected characteristics, physical health and personal safety. https://tltt-my.sharepoint.com/personal/sjohnson_tltt_org_uk/_layouts/15/Doc.aspx?sourcedoc={2070B6EA-B1AD-49A4-A2CB-EE431D33121C}&file=PHSE 2026 to 2027 long term overview.xlsx&action=default&mobiledirect=true (PHSE Association)

Y e a r	Curriculum themes across the year	Key know ledg e and outc omes	Trans ition and prog ressi on	Resources / Provider
		ende nt decisi ons abou t healt h, mone y, relati onshi ps and perso nal safet y.	ps, conse nt, healt h, onlin e influe nces, finan cial capa bility and perso nal safety .	

Whole-school resources and provision

These could then sit beneath the table to show provision that applies across several year groups:

- **Road safety:** whole-school Autumn term assembly.
- **Firework safety:** assembly and form-time resources.
- **Water safety:** revisited across the curriculum, with the KS2 resource also suitable for KS3 because the resource is new to pupils.
- **Emotional wellbeing:** KS3 emotional-regulation booklets delivered through tutor RSHE sessions up to Christmas.
- **Puberty and periods:** Y6 assembly with follow-up learning through form tutors.
- **Careers:** Y6 careers provision supports the wider whole-school careers programme and transition towards KS3.

Transitional knowledge statement

Transitional knowledge is deliberately planned throughout the PSHE/RSHE curriculum. Y5 establishes essential vocabulary, personal safety, emotional literacy and help-seeking behaviours. Y6 consolidates

statutory primary learning while introducing increased independence, personal boundaries, permission, substances, risk and critical decision-making. In Y7, these foundations develop into more complex KS3 concepts, including consent, capacity, peer influence, online influences and adolescent health. By Y8, pupils increasingly apply knowledge independently to relationships, health, finance, discrimination, personal safety and risk, providing a secure foundation for continued PSHE/RSHE study when pupils transition to high school.

Appendix 2: Parent/carers form requesting withdrawal from sex education within RSHE

To be completed by parent/carers			
Name of child		Class	
Name of parent/carers		Date	
Reason for requesting withdrawal from non-statutory or non-science sex education within RSHE			
Any other information you would like the school to consider			
Parent/carers signature		Date	
To be completed by the school			
Record of discussion offered or held, decision, alternative education and agreed actions			
Signed		Date	