Charter Academy

Relationships, Sex and Health Education (RSHE) Policy

Local Level Policy

Date effective	September 2026
Review Cycle	Annual
Review Date	September 2027
Date of Approval by Governors	13 October 2026
Committee approved by	Charter Local Governing Body
Author	Laura Drew – Deputy Headteacher

Date	Notes
March 2026	**Update of policy delayed until updated curriculum scheme is sourced and matched to meet needs of Statutory guidance July 2025. You, Me, PSHE are no longer updating their schemes so will not meet statutory guidelines. Amended Date for renewal.**
September 2026	**Policy sent out for parent consultation. New curriculum scheme and statutory changes for RSHE updated according to DfE guidelines**

Aims

In a world where children receive information about sex and relationships from a variety of sources, many of which are inaccurate or 'unhealthy', Charter Academy aims to counterbalance these messages by providing accurate information as part of a supportive programme. RSHE is about helping children to develop and maintain successful relationships, about providing them with information that will support them with the process of puberty and helping them understand issues relating to sex and reproduction. We strive to adapt our curriculum to address current affairs and debates to ensure children have every opportunity to prepare for adult life.

The aims of Rrelationships, Sex and Health Education (RSHE) at Charter Academy 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
- Create a positive culture around issues of sexuality and develop the skills needed for successful relationships
- Provide ability to keep themselves and other people safe by minimising risk from harm
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support children's ability and confidence to make informed choices
- Encourage a beneficial attitude towards difference and diversity
- Raise awareness of different sensitive messages they receive from the media

We ensure RSHE fosters gender equality and LGBT+ equality by teaching them

• about the Equality Act 2010

• to recognise and respect that there are different types of family structure,

• that people may be attracted to someone of the same sex or different sex to them

• that gender identity and sexual orientation are different.

• that for some people gender identity does not correspond with their biological sex

• To challenge all forms of discrimination and bullying

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we're required by our funding agreements to have regard to 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 406 and 407 of the Education Act 1996

- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (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

At Charter Academy we teach RSHE as set out in this policy.

Policy Development

This policy has been developed in accordance with current statutory guidance and in consultation with staff, parents and governors. The policy development process involved the following steps:

1. **Review** – Relevant national and local guidance, statutory requirements and best practice were reviewed to inform the policy.
2. **Staff Consultation** – Staff were given the opportunity to review the policy and provide feedback to ensure it reflects the needs of the school community and can be implemented effectively.
3. **Parent Consultation** – Parents and carers were consulted on the proposed policy and curriculum content and were given the opportunity to ask questions and provide feedback.
4. **Policy Refinement** – Feedback received through the consultation process was considered and, where appropriate, incorporated into the policy.
5. **Ratification** – The final policy was presented to the Governing Board for approval and adoption.

4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

Charter Academy uses the Kapow Primary RSHE & PSHE Scheme as the basis for delivering Relationships Education, Health Education and Sex Education. The scheme has been carefully mapped against the statutory requirements set out in the Department for Education's Relationships Education, Relationships and Sex Education (RSHE) and Health Education Statutory Guidance and is supplemented where necessary to meet the specific needs of our pupils and local community.

The curriculum is planned progressively from EYFS to Year 6 and enables pupils to build knowledge, skills and understanding over time. The curriculum includes learning about:

- Families and caring relationships

- Friendships and respectful relationships
- Equality, diversity and inclusion
- Online relationships and digital safety
- Mental health and emotional wellbeing
- Physical health and healthy lifestyles
- Personal safety and safeguarding
- Puberty and changing bodies
- Human reproduction and birth
- Consent, boundaries and privacy
- Citizenship and responsibilities within society

The curriculum is adapted where appropriate to respond to emerging safeguarding issues, local and national concerns, online trends or matters raised through pupil voice. These adaptations are informed by guidance from safeguarding professionals, the Coventry Safeguarding Children Partnership and other relevant agencies.

Primary sex education focuses on:

- Preparing pupils for the physical and emotional changes of puberty
- Understanding reproduction, conception, pregnancy and birth
- Developing an understanding of healthy relationships, personal responsibility and family life

Further information can be found in Appendix 1.

6. Delivery of RSHE

RSHE is primarily delivered through the school's PSHE curriculum using the **Kapow Primary RSHE & PSHE Scheme**. Lessons are delivered in an age-appropriate, evidence-informed and inclusive manner. The scheme is designed to meet the requirements of the statutory Relationships Education and Health Education curriculum while also providing age-appropriate Sex Education in upper Key Stage 2.

Learning is further supported through:

- Science
- Computing and Online Safety through the **Purple Mash Computing Scheme**
- PE
- Assemblies
- Safeguarding curriculum
- Theme days and workshops

- Visits and visitors where appropriate

Relationships Education focuses on:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Pupils are taught about personal boundaries, bodily autonomy, privacy and consent in age-appropriate ways. This includes understanding that every person has ownership of their own body and knowing how to seek help if they feel unsafe.

Teaching explicitly promotes respect for all protected characteristics under the Equality Act 2010. Pupils learn that families may look different from their own and that diversity should be respected and celebrated. Teaching challenges discrimination, prejudice, misogyny, homophobia, transphobia and harmful stereotypes.

The school recognises the significant role of online experiences in pupils' lives. Teaching about online relationships, digital safety and responsible technology use is delivered through both the Kapow RSHE curriculum and the Purple Mash Computing Scheme. Pupils learn about online safety, media influence, misinformation, digital footprints, privacy settings, cyberbullying, respectful online behaviour and how to report concerns or seek help when needed.

Mental wellbeing is integrated throughout the curriculum. Pupils are taught strategies to manage emotions, build resilience, seek support and maintain positive relationships with others.

The NSPCC PANTS programme forms part of our safeguarding curriculum and is revisited regularly to reinforce messages around personal safety and trusted adults.

Staff recognise that discussions during RSHE lessons may occasionally give rise to safeguarding concerns or disclosures. Staff will follow the school's safeguarding and child protection procedures at all times and will not promise confidentiality to pupils where there is a concern that a child may be at risk of harm. Any concerns arising from RSHE lessons will be reported to the Designated Safeguarding Lead in accordance with the school's safeguarding procedures.

6.1 Inclusivity

Charter Academy is committed to ensuring that Relationships, Sex and Health Education (RSHE) is inclusive, accessible and appropriate for all pupils, including those with special educational needs and disabilities (SEND). Teaching is carefully planned, differentiated and adapted to meet individual needs, enabling all pupils to engage meaningfully with the curriculum and achieve the intended learning outcomes. The school recognises that some pupils may be more vulnerable to bullying, discrimination, exploitation or abuse and, where appropriate, learning will be tailored to develop their understanding of healthy relationships, personal safety, consent, boundaries and how to seek support. In line with statutory guidance, RSHE is delivered in a way that reflects the age, developmental stage and needs of pupils, ensuring that all children are equipped with the knowledge and skills to stay safe, healthy and prepared for life in modern Britain.

We will ensure that RSHE is delivered in a way that is inclusive, sensitive and responsive to the diverse experiences and needs of our pupils. Teaching will be age-appropriate, developmentally appropriate and delivered with reference to current legislation and statutory guidance.

Lessons will be planned to create a safe, supportive and respectful learning environment in which pupils feel confident to engage with key messages and discussion. Careful consideration will be given to the level of differentiation and support required to enable all pupils to access the curriculum successfully.

Where appropriate, learning may take place through a range of approaches, including whole-class teaching, small-group or targeted sessions, one-to-one discussions and digital learning formats, ensuring that content is delivered in the most effective way for individual pupils and groups of pupils.

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The Teachers' Standards
  - The Equality Act 2010
  - The Human Rights Act 1998
  - The Education Act 1996

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed

Ask to see in advance any materials that the agency may use

Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

Check the agency's protocol for taking pictures or using any personal data they might get from a session

Remind teachers that they can say "no" or, in extreme cases, stop a session

Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

Work with external agencies that take or promote extreme political positions

Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSHE policy and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSHE (see section 9).

8.3 Staff

Staff are responsible for:

Delivering RSHE in a sensitive way

Modelling positive attitudes to RSHE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

The members of Staff responsible for teaching RSHE at Charter Academy are:

Mrs Bailey Braithwaite- Year 1

Mrs Elizabeth Foster - Year 1 & 2

Miss Brooke-Lynne O'Sullivan– Year 2

Mrs Kelly Rose- Year 3

Mrs Csilla Farkas- Year 3

Mrs Hannah Cooper - Year 4

Miss Katie Daniel – Year 4

Mrs Kathryn Hurst - Year 5

Miss Victoria Jeffery- Year 5

Mr Tom Wayne – Year 6

Mrs Theresa Samuels – Year 6

8.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents' Right to Withdraw from RSHE

Parents and carers often ask which parts of the RSHE curriculum are compulsory and which parts they can request their child is withdrawn from.

Parents and carers cannot withdraw their child from:

- Statutory Relationships Education.
- Statutory Health Education.

- Any content taught as part of the National Curriculum Science programme.
- Learning about:
    - Families and caring relationships.
    - Friendships and respectful relationships.
    - Online relationships and online safety.
    - Personal safety and safeguarding.
    - Mental health and emotional wellbeing.
    - Physical health and healthy lifestyles.
    - Puberty and changing bodies where taught as part of the National Curriculum Science curriculum.
    - Equality, diversity and protected characteristics.

Parents and carers can request to withdraw their child from:

- Any **non-statutory Sex Education** taught as part of the school's RSHE curriculum that goes beyond the requirements of the National Curriculum Science programme.

At Charter Academy, this may include learning about:

- Human reproduction.
- Conception.
- Pregnancy.
- Birth.

If a parent wishes to withdraw their child:

- A request should be made directly to Laura Drew (Associate Headteacher)
- Parents will be invited to discuss the request and the curriculum content with the school before a decision is finalised.
- Appropriate alternative work will be provided for pupils who are withdrawn from the non-statutory sex education elements of the curriculum.

Our commitment

We encourage parents and carers to discuss any questions or concerns about RSHE with the school. Curriculum materials are available for parents to view on request, and we are committed to working in partnership with families to support children's understanding of relationships, health, wellbeing and personal safety.

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE is monitored by Laura Drew (Associate Headteacher) supported by Governor, Mary Roberts

Monitoring of RSHE is conducted through work scrutinies, pupil voice and a regular monitoring of the planning to ensure the content is appropriate and considers any new requirements. The PSHE Lead (Laura Drew) will liase with class teachers whenever relevant and appropriate learning opportunities come up in the media or local area to ensure misconceptions are addressed and children are kept well informed of safe choices.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Laura Drew (Associate Headteacher) every year. At every review, the policy will be approved by the governing board and the headteacher.

Suggested long-term plan: RSE & PSHE

Overview (All year groups)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Year 2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Year 4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money responsibly?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
Year 5	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
Year 6	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers?

Appendix 3: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

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