



Relationships and Sexual Health Education POLICY

January 2026

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Introduction

This policy outlines Spark Education Trust's approach to delivering Relationships, Sex and Health Education (RSHE) across all schools within our Trust. It is informed by the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (July 2025) and will be followed from September 2025.

Legal Framework

This policy has been developed in accordance with:

- Education Act 2002, Section 80A
- Education Act 1996, Section 403
- Department for Education statutory guidance: Relationships Education, RSE and Health Education (July 2025)
- Keeping Children Safe in Education 2025
- Equality Act 2010
- Other relevant Trust policies (Safeguarding, SEND, Online Safety & Behaviour).

Aims and Objectives

The aims of RSHE at Spark Education Trust are to:

- Provide a comprehensive, age-appropriate curriculum that reflects pupils' needs and experiences.
- Promote the physical, emotional, and social development of pupils.
- Equip pupils with knowledge and skills to make informed decisions about their health and relationships.
- Foster a safe and supportive environment for discussing sensitive issues.
- Ensure teaching is inclusive, respectful, and sensitive to diverse beliefs and backgrounds.

Curriculum Content

Relationships Education (Primary)

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

Relationships and Sex Education (RSE) (Secondary)

- Families

- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Health Education (Primary & Secondary)

- Mental wellbeing
- Internet safety and harms, including AI and deepfakes
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, and tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body
- Suicide prevention and self-harm awareness

Teaching and Learning Strategies

RSHE will be taught using:

- Class discussions and debates
- Group work and role-playing
- Multimedia resources
- Guest speakers and external agencies where appropriate
- Interactive workshops

Teachers will establish ground rules to ensure discussions remain appropriate, respectful, and safe.

Guiding Principles

RSHE delivery is underpinned by:

1. Engagement with pupils to ensure relevance
2. Engagement and transparency with families, providing access to materials
3. Positivity, promoting healthy relationships and lifestyles
4. Careful sequencing of age-appropriate topics
5. Relevance and responsiveness to pupil needs
6. Skilled delivery and staff training
7. Whole school approach embedding RSHE in all aspects of school life

Inclusion and Equality

- RSHE is inclusive of all pupils, and reflects different family structures, faith backgrounds, cultures, genders and sexual orientations.
- Curriculum adaptations are made for pupils with SEND.

- LGBT+ inclusive content is mandatory and is delivered in an age-appropriate, factual and respectful manner.
- Teaching respects and considers religious and cultural backgrounds while meeting statutory requirements.

Parental Engagement and Right to Withdraw

- Parents/carers will be informed of RSHE curriculum content and may request to view teaching materials
- **Primary:** No right to withdraw from Relationships Education or Health Education.
Sex Education: Headteachers/Heads of School must automatically grant parental requests to withdraw from Sex Education which is not statutory until KS3.
- **Secondary:** Parents/carers may request withdrawal from non-statutory sex education beyond biological reproduction. Requests must be made in writing.
- The Headteacher (or Senior Leader) will meet with parents/carers (and the pupil, where appropriate) before making a decision. Notes and decisions will be recorded.

Safeguarding and Pupil Welfare

- RSHE will be delivered safely and in line with safeguarding procedures.
- Staff are trained to manage sensitive discussions appropriately, respond to disclosures and follow safeguarding policy and procedures.
- Pupils are informed of confidentiality limits and staff reinforce confidentiality boundaries.
- Staff teach sensitive topics (e.g. abusive relationships, harmful online behaviours, misogyny, self-harm, illegal acts such as strangulation) in a factual and protective way.

Roles and Responsibilities

- **Trustees/Trust Board:** Ensure statutory compliance, approve policy, allocate resources.
- **Headteacher/Governors:** Implement and monitor RSHE, ensure staff training, evaluate effectiveness.
- **RSHE Coordinators:** Curriculum development, resource selection, parental liaison, monitoring.
- **Teaching Staff:** Deliver RSHE safely and effectively, maintain safe environment, respond appropriately to disclosures.
- **Parents/Carers:** Support learning, engage in consultation, communicate concerns.

To make contact with school regarding RSHE, please email enquiries@chandlersridge.org.uk. Your enquiry will then be passed on to the most appropriate person.

Printed copies of policies/materials are available to parents upon request.

Training and Professional Development

All teachers of RSHE receive regular training on covering statutory guidance, safeguarding, inclusive practice, LGBT+ and inclusion, SEND adaptations and online safety. New staff and supply teachers receive relevant induction training.

External Agencies and Support Contacts

Contact information to support you in reaching relevant support services:

- School's Designated Safeguarding Lead Team:
 - Designated Safeguarding Lead (Headteacher): Mr R Thompson
 - Deputy Designated Safeguarding Lead (Deputy Head) Mrs N Bryant
 - Deputy Designated Safeguarding Lead (SENCO) Mrs K Cobbold
 - Deputy Designated Safeguarding Lead (EYFS) Miss R Whitehead
 - Deputy Designated Safeguarding Lead (KS1) Mrs A Dixon
 - Deputy Designated Safeguarding Lead (LKS2) Miss L Anderson
 - Deputy Designated Safeguarding Lead (UKS2) Ms M Shan
- Local sexual health services
 - Teesside Together: Sexual Health Service
 - Website: <https://www.teessidetogether.co.uk/>
 - Address: Livewell Centre, Cleveland Centre, Middlesbrough. TS1 2PA
 - Phone: 01642 924117
- School nurse
 - 5-19 Healthier Together Service
 - Website: <https://hdfchildrenshealthservice.co.uk/ourservice/healthier-together-0-19-middlesbrough/>
 - Phone: 0300 3031603
 - Email: hdf.mborohealthychildservice@nhs.net
- CAMHS Mental health support
 - CAMHS (Child and Adolescent Mental Health Services) – provided by Tees Esk and Wear Valley NHS Foundation Trust
 - Website: <https://www.tewv.nhs.uk/services/camhs/>
 - Phone: CAMHS SPOC (Single point of contact) 0300 013 2000
(select 2 if you live in Middlesbrough and 3 if you live in Redcar and Cleveland)
- Emotional Wellbeing Support
 - Headstart Community
 - Website: <https://www.headstartsouthtees.co.uk/>
- National support services
 - Mind – Teesside Mental Health Charity
 - Website: <https://www.teessidemind.org.uk/>
 - Email: info@teessidemind.org.uk
 - Phone: 01642 257020
 - Childline
 - Website: <https://www.childline.org.uk/info-advice/your-feelings/mental-health/>

- Phone: 0800 1111
- Young Minds – Young person’s mental health support
 - Website: Youngminds.org.uk
- Anna Freud National Centre for Children and Families
 - Website: <https://www.annafreud.org>

Monitoring, Evaluation, and Review

- Monitoring through lesson observations, learning walks, pupil surveys, assessment of knowledge and attitudes.
- Feedback from pupils, parents, and staff informs curriculum improvement.
- Annual policy review or sooner if legislative updates occur.
- Annual reporting to Trust on RSHE provision and compliance.

Complaints

- Complaints follow the Trust’s complaints procedure.
- Alleged breaches of policy are investigated by school leadership and reported to the Trust central team.

Appendix A: RSHE Curriculum

At Chandlers Ridge Academy, we deliver our RSE duty through two means:

- Curriculum
- Wider School Culture

Curriculum

Jigsaw is a comprehensive, mindful PSHE (Personal, Social, Health, and Economic) education program for primary schools (ages 3-11) that integrates statutory Relationships and Sex Education (RSE). It uses a spiral curriculum across six "Puzzles" (units), focusing on emotional health, body awareness, and puberty. Delivered via a "whole-school approach," it ensures age-appropriate, sensitive learning about relationships and "Changing Me".

Key Features of Jigsaw RSE

- Structure: Comprises six Puzzles (Autumn to Summer: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me).
- Focus: Core units for RSE are 'Relationships' (Summer 1) and 'Changing Me' (Summer 2), covering puberty, body changes, and reproduction in a matter-of-fact way.
- Approach: Mindful approach to PSHE that includes emotional literacy, social skills, and spiritual development.
- Safeguarding: Aims to empower children, help them understand safety, and build positive self-esteem.
- Inclusivity: Designed for all children, with materials adaptable for special educational needs.
- Partnership: Encourages collaboration between school and parents/carers to support children's safety and well-being.

Benefits

- Age-Appropriate: Topics are introduced in a developmentally suitable, spiral manner.
- Comprehensive: Covers relationships, puberty, human reproduction, and digital safety.
- Whole-School Strategy: All year groups work on the same theme simultaneously, often introduced through assemblies.
- Reflective: Uses circle time and varied, creative learning activities.

Wider School Culture

A school culture built on the Zones of Regulation helps children to understand and manage their emotions in healthy ways. It also helps them to understand the emotions of others and how they might best respond in a range of situations to support their classmates. By learning to recognise feelings, use calming strategies and seek support, pupils develop resilience, confidence, and self-awareness. This supportive environment reduces anxiety, improves behaviour and promotes positive mental wellbeing.



Our school values include an explicit focus on empathy and developing emotional wellbeing. This is personified through **Emma Empathy** who is used to support children in developing emotional intelligence. Through reference to Emma Empathy, we seek to develop children who possess a compassionate mindset in terms of how they interact with their peers and the wider world.

Blue Zone	Green Zone	Orange Zone	Red Zone
 SAD  HURT	 HAPPY  FOCUSED	 SURPRISED  CONFUSED	 ANGRY  RAGING
 SICK  TIRED	 CALM  EXCITED	 WORRIED  SILLY	 TERRIFIED  ANNOYED
What can I do? REST Take a break Ask for help Talk to someone Jump up and down 5 x I can also.....?	What can I do? GO Think happy thoughts Finish my work Help others Share ideas I can also.....?	What can I do? SLOW DOWN Take deep breaths Talk to someone Go for a short walk Count to ten I can also.....?	What can I do? STOP Take a time out Run a lap Squeeze a stress ball Drink water I can also.....?

Appendix B: Parental Withdrawal Procedure

1. Parent/carer submits written request to the Headteacher/Head of School.
2. A meeting is arranged with the parent/carer (and pupil where appropriate).
3. The Headteacher/Head of School/Senior Leader explains lesson content and discusses concerns.
4. Decision confirmed in writing and recorded.
5. Alternative supervised provision arranged.
6. Re-entry to lessons may be requested at any time.

Appendix C: RSHE Resource Vetting Checklist

Resources must:

- Align with DfE statutory guidance.
- Be age-appropriate.
- Be inclusive and respectful of protected characteristics.
- Be factually accurate.
- Be free from stereotypes.
- Be safeguarding appropriate.
- Be shareable with parents when requested.