



RELATIONSHIPS, HEALTH AND SEX EDUCATION POLICY (RHSE)

March 2026

This policy was approved by the Senior Management Team on 20th March 2026, after consultation with staff, parents and governors.

To be renewed March 2029

Introduction

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching supports young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness. Effective teaching supports prevention of harms by helping young people understand and identify when things are not right.

This policy has been drawn up by the Senior Management Team (SMT) of Christ Church Cathedral School after consultation with staff and parents. It has been ratified by the Governing Committee of the School.

The policy has been designed to meet the requirements of the guidance [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education, July 2025](#), which is statutory from September 2026. It has also been designed to be in keeping with the values of Christ Church Cathedral School as stated in our [Aims and Ethos](#).

Teaching in Relationships, Health and Sex Education

At Christ Church Cathedral School, Relationships, Health and Sex Education (RSHE) is taught as part of our Personal Social and Health Education (PSHE) curriculum. RSHE topics are threaded throughout the year, but all our Sex Education is taught in the first half of the Trinity Term. This enables parents to know when it is coming if they wish to speak to the teacher about the content.

PSHE is timetabled for each class once a week from the beginning of Form 1. In every form it is taught by the form tutor, because this enables them to develop closer pastoral relationships, and the form tutor is able to follow up on PSHE and RSHE topics where necessary in form time and informal conversations. The Deputy Head Academic is

responsible for ensuring that form tutors have the resources and skills they need to teach the subject effectively. Tutors ensure that ground rules are established and that during PSHE lessons, pupils feel able to express themselves freely, ensuring that all pupils' contributions are valued and nobody feels intimidated or embarrassed.

PSHE is not timetabled specifically in Nursery or Reception, because Personal, Social and Emotional Development is woven throughout all activities in the Early Forms Foundation Stage and is most effectively taught through discussions in the moment.

We use a Scheme of Work and set of resources called Life Lessons PSHE. We chose this scheme for a number of reasons:

- it is in line with the latest government guidance
- it is evidence-based
- it is responsive, so (for example) new resources are created when there is a major news event
- it is inclusive, with each lesson showing opportunities for including pupils with Special Educational Needs and Disabilities, and suggestions for stretching the more able
- the resources represent people of different ages, racial backgrounds, family setups, sexualities and disabilities, showing that the topics discussed are relevant to all
- in the younger Forms, there are clear links with the Zones of Regulation, which are used throughout our Pre-Prep and into Forms 3 and 4 to help pupils regulate their emotions
- the lessons feel relevant, including stories and video discussions with pupils their own age. In Forms 7 and 8 the lessons also include video interviews with young adult experts.

If parents would like to see the Life Lessons resources, they are welcome to make an appointment with their child's form tutor to do so.

The Life Lessons resources are supplemented by other lessons designed by the form tutor to meet the needs of the individual class, but Sex Education is always taught through the Life Lessons resources. The school also holds assemblies to reinforce aspects of RSHE, for example through Anti Bullying Week.

Relationships Education

The focus for Relationships Education is on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting pupils to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe. Relationships Education is anchored in an understanding of positive relationships, but it also aims to equip children to keep themselves and others safe and how to recognise and report risks and abuse, including online.

Curriculum content:

Form 1:

- Families look after each other in different ways, but it is important that everyone feels safe and loved.
- How can I be kind and respectful to friends and family?
- What makes a great friend?
- Going online can be fun but it's important not to be online too much and only to do what our parents and teachers say we can
- Being safe online, including being careful about sharing things online

Form 2:

- We should not keep secrets, especially when they make us feel uncomfortable
- You have the right to say yes or no when someone asks you something
- Inclusion and anti-bullying
- It is just as important to be kind online as in the offline world

Form 3:

- Healthy families support each other to be themselves, be safe and be happy
- Our bodies belong to us and we should decide what happens to them
- We do not have to agree with our friends all the time
- We should behave differently, based on where we are and who we are with
- We sometimes need to make changes to include everyone
- We must be careful about who we talk to online

Form 4:

- Good friends help us to grow and be ourselves
- The importance of consent and respect in relationships
- Social media is powerful and we have to make careful choices online

Form 5:

- Good friends are kind, treat us with respect and deeply listen to us
- When we understand each other better, we can have better friendships
- We can improve friendships while being true to ourselves and what we need
- Personal boundaries are important to stay safe and happy
- There are red flags of unhealthy behaviour online such flattery, bribery and threats
- Some things are not suitable to share online, and social media content does not always mirror reality
- Group chats can be fun but can go wrong

Form 6:

- Healthy romantic relationships have similar features to all other healthy relationships
- We need to work to maintain healthy relationships, which are built on trust, love, understanding and respect
- Clear communication is essential so other people understand our boundaries and we understand theirs

- We should put our energy into healthy relationships that make us feel safe, happy, respected and our true selves
- Our words, attitudes and actions impact the people around us
- People have power over each other online
- Discrimination exists online and is unacceptable, and echo chambers can create biased impressions of others
- Fake images and facts are common online (including those generated by Artificial Intelligence)

Form 7:

- Embracing differences and supporting others
- Treating others with respect and kindness
- Communicating and using phones in a healthy and kind manner
- Identifying and understanding bullying
- Challenging bullying and avoiding the bystander effect

Form 8:

- Understanding what makes up a healthy relationship and how you can build trust
- Understanding how and why conflict arises between family members and developing strategies for navigating such conflicts
- Understanding what constitutes a healthy friendship and developing strategies for resolving conflict
- Understanding what constitutes a healthy romantic relationship
- Identifying whether behaviours in relationships are unhealthy and developing strategies for communicating boundaries and consent (including in online communication, e.g. sexting)

Sex Education

At CCCS, we teach the facts of sexual reproduction in Form 6, in line with the National Curriculum for Science. As pupils move into Forms 7 and 8, they are given more information to enable them to keep themselves and others safe now and in later life, including how to avoid sexually transmitted infections and unplanned pregnancies.

Sex Education focuses on respect for oneself and others, and does not encourage or normalise early sexual experimentation. It works together with Relationships Education to enable young people to make their own choices about whether or when to develop safe, fulfilling and healthy sexual relationships, once they reach the age of consent, and to resist pressure to have sex.

Curriculum Content:

Form 6:

- Understanding what sexual reproduction is
- Starting a family can be an exciting part of a loving, adult relationship and it is a big commitment

Form 7:

- Identifying the body parts related to sexual reproduction and understanding their function
- Understanding what happens to our bodies during sexual arousal and how this links to puberty

Form 8:

- Learning strategies for understanding readiness for physical intimacy and developing a sense of sexual boundaries
- Understanding the responsibilities surrounding contraception and how to effectively use contraception when having intercourse
- Understanding what masturbation is and how you respond to sexual attraction
- Understanding the function of sexual reproductive organs and what happens during sex
- Understanding consent, boundaries and privacy, and applying this to real-life scenarios
- Understanding that sexually explicit material e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.

Health Education

The aim of Health Education is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. We always use the correct anatomical vocabulary for body parts, because this empowers pupils to talk about their bodies to adults including health professionals.

Curriculum Content:

Form 1:

- Naming emotions, and managing them
- Taking care of our bodies
- Sensitive and special parts of our bodies

Form 2:

- Choosing healthy foods
- What we need to stay healthy
- How our bodies change as we get older (including naming genitals)
- Keeping clean is important for health

- Medicines and chemicals help people when they are used properly
- Looking after our teeth is important for our health

Form 3:

- Spotting the difference between strong emotions and poor mental health
- Exercise is an important part of keeping my body and mind healthy
- To have good wellbeing, we need to have a balance of different activities every day

Form 4:

- The importance of sleep
- There are things we can do to manage when we feel powerful emotions
- The way we behave impacts our physical and mental health
- We can avoid spreading illnesses

Form 5:

- Looking after our mental health
- If we accept and value ourselves we will be able to thrive
- During puberty, our bodies and emotions change
- Menstruation happens in females once they begin puberty
- We need to wash ourselves more thoroughly during puberty, to stay healthy and happy
- The substances in cigarettes and vapes are harmful
- People can become addicted to certain substances and addiction is an illness

Form 6:

- The ways we stay healthy change as we get older
- Emotional regulation is an important skill which we need to do more independently as we get older
- Puberty affects our emotions in a number of different ways
- Males and females go through changes linked to their biological sex, although each person experiences them differently
- Alcohol can be addictive and can affect people's health
- Some drugs are legal and others are illegal and can have harmful effects
- Vaccines are important to keep ourselves and others safe from diseases and viruses
- How can I perform basic first aid?

Form 7:

- Learning about different influences on body image and how we can practise self-care
- Understanding how our bodies and emotions change during puberty
- Acknowledging that periods are normal and feeling confident discussing them
- Understanding how and when to contact the emergency services and what to do until they arrive
- Learning how to make healthy and informed decisions about maintaining hygiene and dental health
- Learning how to have a balanced diet and quality sleep

Form 8:

- Understanding the link between physical and mental health and strategies to improve both
- Learning how to manage our own mental health
- Understanding the risks of alcohol, cigarettes and vapes and the UK laws surrounding them
- Understanding the risks of illegal drugs, the UK laws surrounding them and how to develop a healthy relationship with substances

Special Educational Needs and Disabilities

We ensure that pupils with Special Educational Needs and Disabilities (SEND) have equal access to the PSHE and RSHE curricula. The materials we use are designed to fit with the way we support pupils who struggle with emotional regulation and their relationships with others: this is a significant reason why it is from tutors who teach the subject. The materials are visual so designed to be accessible to those who struggle with reading or who have English as an Additional Language. We ensure that 1:1 and small group learning interventions do not take place during PSHE or RSHE lessons.

Equality

We ensure that we support the principles of the Equality Act 2010 when planning and delivering lessons in RSHE. Different types of families are represented in the materials we use, including a variety of races, people with disabilities, and families with lesbian, gay, bisexual and transgender members. We ensure that our pupils understand both male and female puberty, and the theme throughout our Relationships Education is respect for ourselves and others regardless of differences.

Safeguarding

We understand that the content of lessons in RSHE might lead a pupil to make a disclosure about something which has happened to them. Our staff are all trained to handle disclosures and to support pupils in line with our Safeguarding Policy, and any such disclosures will be recorded on our safeguarding system (MyConcern) and discussed with the Designated Safeguarding Lead.

Parents' right to withdraw

Parents have the right to withdraw their children from the Sex Education part of RSHE, although not Relationships or Health Education.

If a parent is considering exercising this right, we invite them first to come in for a meeting with the Headmaster or the Deputy Head Academic. The meeting gives the opportunity to explore the parents' concerns, for the School to explain the reason for the lessons, and for

the parents to view the resources which would be used. A record of the meeting is taken. At the end of the meeting, the parent is able to make a request for withdrawal if they wish.

Government guidance states that permission is automatically given if the child is Primary age (up to the end of Form 6). In Forms 7 and 8, permission is usually given, but the Headmaster has the right to refuse permission in exceptional circumstances, for example because of safeguarding concerns or a pupil's specific vulnerability.

If a child is removed from Sex Education lessons, the school ensures that they are provided with appropriate, meaningful education during these lesson times.

Monitoring

The application of this policy is monitored by the Deputy Head Academic through lesson observations and discussions with staff and pupils. The policy will be reviewed every three Forms, or more often if there are changes in government guidance or local circumstances.