



Christ Church Academy
Part of the Key Educational Trust

Relationships and Sex Education Policy

2026-2028

Reviewed: September 2026

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*To be a learning community that provides excellence in education for the whole person – a place where all can flourish.
We believe that: “I can do all things through Christ who strengthens me.”*
[Philippians 4:13](#)

Christ Church Academy

RELATIONSHIPS & SEX EDUCATION POLICY

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1. Aims

At Christ Church Academy we promote the development of the whole child, both the academic and non-academic. The key to success is to capture children's innate love of learning, to seize the imagination and provide the challenge to achieve their best.

We are committed to providing all pupils with an appropriate curriculum which is broad and balanced in line with our vision to be a learning community that provides excellence in education for the whole person – a place where all can flourish. We believe that: "I can do all things through Christ who strengthens me".

Relationships and sex education forms part of the curriculum and is taught through PSHE and subject contributions such as science and RE. Learning is fully compliant with Church of England guidance – Flourishing For All.

The aims of relationships and sex education (RSE) at our school 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 relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The school's RSE programme forms part of its safeguarding curriculum and equips pupils to recognise unhealthy, exploitative or abusive behaviour, both online and offline, and to know how and where to seek support.

2. Statutory requirements

As a middle school academy we must provide relationships education to all KS2 pupils and relationships and sex education to KS3 pupils as per section 34 of the [Children and Social work act 2017](#).

We do not 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 which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are 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](#).

At CCA we teach RSE as set out in this policy. The content of the Academy's curriculum is based on the Department for Education's statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (revised July 2025, mandatory from September 2026).

3. Policy development

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

1. Review – the Head of PSHE pulled together all relevant information including relevant national and local guidance
2. Governor consultation – governors were given the opportunity to look at the policy and make recommendations about its content and the consultation process
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and the policy was shared on the school website. Parents were asked to view the policy and then to email the head of PSHE with any suggestions or comments. There was some very helpful feedback from parents, and the policy was amended accordingly.
5. Pupil consultation – we investigated what exactly pupils want from their RSE. Pupils are consulted every year about the PSHE curriculum, how it is taught and how it can be improved.
6. Feeder first schools and Alleyne's High School – we shared our curriculum map with feeder first schools. In addition, we mapped the key stage 3 curriculum in conjunction with Alleyne's Academy
7. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

All RSE teaching will be age-appropriate, evidence-informed, factually accurate and delivered in accordance with statutory guidance.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education at KS2 focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Changes that happen during puberty

The curriculum explicitly addresses online relationships, online influences, image sharing, artificial intelligence, misinformation and online coercion in an age-appropriate manner.

For more information about our RSE curriculum, see Appendices 1 and 2.

RSE in KS3 focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Pupils will learn to recognise and challenge misogyny, sexual harassment, harmful sexual behaviour and all forms of discrimination and abuse
- Pupils in Key Stage 3 will be taught about consent, personal boundaries, pressure, coercion and the law relating to sexual activity in an age-appropriate way
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For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

At the start of each academic year, each class will agree a set of ground rules for PSHE lessons to ensure a safe environment whereby pupils feel that they can ask questions and make mistakes without fear of ridicule from their peers. The teacher will ensure that the ground rules include the following:

- To respect of people's opinions, ideas and beliefs
- To keep conversations in the classroom
- To not share personal information or ask personal questions
- To use scientific/correct terminology

The school is committed to ensuring that all pupils are treated with dignity and respect. Bullying, harassment or discrimination on any protected characteristic, including sex, sexual orientation and gender reassignment, will not be tolerated. Teaching will be factual, age-appropriate and consistent with statutory guidance.

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.

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear. Church of England Education Office 2019.

7. Roles and responsibilities

7.1 The Governing Committee

The governing committee will approve the RSE policy and hold the Principal to account for its implementation.

7.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Wherever possible, the Head of PSHE will deliver RSE lessons. Where this is not possible, teaching staff will be supported by the Head of PSHE.

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

7.4 Pupils

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

8. Parents' right to withdraw

The Academy will make curriculum content available to parents and will provide opportunities for parents to review resources and discuss the programme

Key Stage 2

Parents do not have the right to withdraw their children from KS2 relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal of the Academy.

Alternative work will be given to pupils who are withdrawn from sex education.

Please note, however, that at present there are no sex education topics taught in KS2.

Key Stage 3

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal of the Academy.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

The Head of PSHE is responsible for the teaching of RSE classes in the school and attends training as part of their professional development on a regular basis.

Where appropriate, healthcare professionals may be invited to support the delivery of RSE sessions with the agreement of the Principal.

10. Monitoring arrangements

The delivery of RSE is monitored by the Principal through:

- Planning scrutinies
- Learning walks
- Lesson observations
- Work scrutinies
- Pupil voice activities

Pupils' development in RSE is monitored by the Head of PSHE as part of our internal assessment systems.

This policy will be reviewed by the Head of PSHE on an annual basis. At every review, the policy will be approved by the governing committee.

Appendix 1: Curriculum map

CCA Relationships and sex education curriculum map 2026-28

The highlighted topics indicate where the material taught could be considered sex education. Please note that there are currently no sex education topics taught in KS2.

Appendix 2: By the end of primary school pupils should know

Appendix 2: By the end of secondary school pupils should know

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

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	