'*Live, love and learn* together in the light of Christ'

THE ACADEMY OF ST FRANCIS OF ASSISI

Relationship, Sex and Health Education (RSHE) Policy

Review Period:	Biennially
Date Policy Last Reviewed:	July 2026
Person Responsible For Policy:	Headteacher
Date of Local Academy Council Approval:	
Date for Review:	

Proverbs 4:23 – "Keep your heart with all vigilance, for from it flow the springs of life."

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Contents

1. Vision and Ethos
2. Policy Aims
3. Statutory Framework
4. Guiding Principles
5. Policy Development
6. Roles and Responsibilities
7. Curriculum Intent
8. Curriculum Delivery
9. Curriculum Content
10. Inclusion, Equality and SEND
11. Safeguarding
12. Online Safety
13. External Agencies
14. Parents and Carers
15. Right to Withdraw
16. Confidentiality
17. Managing Sensitive Questions
18. Assessment
19. Monitoring and Evaluation
20. Linked Policies
21. Appendices

DRAFT

1. Vision and Ethos

At The Academy of Saint Francis of Assisi, we believe every child is uniquely created and loved by God. Guided by our Christian vision of *"Living, Loving and Learning Together in the Light of Christ"*, we seek to nurture young people who demonstrate dignity, compassion, integrity and respect for themselves and others.

Relationships, Sex and Health Education (RSHE) plays a vital role in enabling pupils to flourish academically, socially, emotionally, spiritually and physically. Through a carefully planned and age-appropriate curriculum, pupils develop the knowledge, understanding and confidence to build positive relationships, make informed decisions and recognise how to keep themselves and others safe.

Our RSHE curriculum reflects our core values of:

- Respect
- Pride
- Ambition
- Happiness
- Peace
- Reconciliation

These values underpin every aspect of teaching and learning and support pupils in becoming responsible citizens who contribute positively to their communities.

As a joint Church of England and Roman Catholic Academy, we recognise that families are diverse and that all members of our community deserve to be treated with dignity, kindness and respect. Our teaching reflects Christian values whilst meeting our statutory duties under the Department for Education's Relationships, Sex and Health Education guidance and the Equality Act 2010.

2. Policy Aims

The Academy aims to provide a high-quality Relationships, Sex and Health Education programme that enables every pupil to:

- develop healthy, respectful and positive relationships;
- understand the importance of family life and caring relationships;
- recognise healthy and unhealthy behaviours;
- understand consent, boundaries and mutual respect;
- develop resilience, self-esteem and confidence;
- understand how to keep themselves physically, emotionally and digitally safe;
- understand the importance of equality, inclusion and respect for diversity;
- recognise abusive, exploitative or coercive behaviour and know how to seek help;
- make informed decisions regarding health and wellbeing;
- understand the physical and emotional changes associated with adolescence;
- prepare for adult life through accurate, balanced and evidence-informed learning.

The Academy recognises that RSHE is a safeguarding curriculum and forms an essential part of our whole-school approach to promoting pupils' wellbeing, preventing harm and preparing young people for life in modern Britain.

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3. Statutory Framework

This policy has been developed in accordance with:

- Children and Social Work Act 2017
- Education Act 1996
- Education Act 2002
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (July 2025)
- Equality Act 2010
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children
- Online Safety Act
- SEND Code of Practice
- Human Rights Act 1998

This policy should be read alongside the Academy's safeguarding, behaviour, equality, SEND and online safety policies.

The Local Governing Body has approved this policy following consultation with pupils, parents, staff and the wider Academy community. The policy will be reviewed at least every two years, or sooner where legislative or statutory changes require.

4. Guiding Principles

The Academy's Relationships, Sex and Health Education (RSHE) curriculum is underpinned by the following principles:

- Every pupil has the right to receive high-quality, evidence-informed RSHE that prepares them for adult life.
- RSHE is delivered within the context of our Christian vision, recognising the dignity and worth of every individual.
- Teaching is age-appropriate, inclusive, carefully sequenced and responsive to pupils' developmental needs.
- The curriculum promotes kindness, respect, responsibility, resilience and healthy relationships.
- RSHE forms part of our whole-school safeguarding culture and contributes to keeping children safe from harm.
- Pupils are encouraged to become confident, respectful and responsible citizens who understand their rights and responsibilities.
- Parents and carers are recognised as the primary educators of their children, and the Academy works in partnership with families to support pupils' learning.
- Teaching reflects current legislation, national guidance and best educational practice.

The Academy recognises that RSHE is most effective when delivered as part of a whole-school approach which is supported by safeguarding, behaviour, attendance, pastoral care, equality, online safety and personal development.

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5. Policy Development

This policy has been developed following consultation with staff, pupils, parents, governors and the wider Academy community.

The review process included:

- evaluation of the previous policy;
- consideration of the Department for Education Relationships, Sex and Health Education Statutory Guidance (July 2025);
- review of curriculum content against statutory requirements;
- consultation with teaching and support staff;
- opportunities for parents and carers to provide feedback;
- consultation with pupils through student voice activities;
- consideration by the Senior Leadership Team;
- approval by the Local Governing Body .

The Academy is committed to ensuring that this policy remains responsive to emerging issues affecting children and young people. Where significant curriculum developments are required between formal review periods, parents will be informed and, where appropriate, consulted before implementation.

The policy will be published on the Academy website and made available free of charge upon request.

6. Roles and Responsibilities

6.1 The Local Governing Body

The Local Governing Body will:

- approve this policy;
- monitor compliance with statutory requirements;
- ensure that RSHE reflects the Academy's Christian ethos;
- receive reports on curriculum implementation and impact;
- ensure that safeguarding responsibilities are reflected throughout the curriculum;
- monitor equality of access for all pupils.

6.2 Headteacher

The Headteacher has overall responsibility for:

- ensuring compliance with statutory duties;
- implementing this policy;
- ensuring sufficient curriculum time is allocated;
- ensuring appropriate staffing and resources;
- approving external providers;
- responding to parental requests for withdrawal from sex education;
- ensuring staff receive appropriate professional development;
- monitoring the quality of provision.

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6.3 RSHE Lead / Head of PSHE

The RSHE Lead is responsible for:

- leading curriculum development;
- ensuring curriculum progression from Year 7 to Year 11;
- monitoring teaching quality;
- supporting colleagues with planning and assessment;
- organising staff training;
- quality assuring external providers;
- monitoring pupil voice;
- reviewing curriculum resources;
- ensuring curriculum content remains compliant with current legislation.

6.4 Teaching Staff

Teachers delivering RSHE will:

- create a safe, respectful and inclusive learning environment;
- establish clear ground rules for discussion;
- teach factual, accurate and balanced information;
- challenge prejudice, discrimination and stereotypes;
- respond sensitively to pupils' questions;
- follow safeguarding procedures where disclosures are made;
- adapt learning appropriately for pupils with SEND;
- promote the Academy's Christian values alongside statutory requirements.

Teachers will never promise confidentiality where safeguarding concerns arise.

6.5 Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) will:

- support staff where safeguarding concerns arise through RSHE lessons;
- ensure appropriate referrals are made where necessary;
- provide guidance regarding sensitive curriculum delivery;
- monitor emerging safeguarding themes to inform future curriculum planning.

6.6 Pupils

Pupils are expected to:

- participate respectfully;
- value differing opinions;
- maintain appropriate classroom behaviour;
- respect the privacy of others;
- seek support if worried about themselves or another person;
- contribute positively to discussions.

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6.7 Parents and Carers

Parents and carers play an essential role in supporting their child's understanding of relationships, health and wellbeing.

The Academy will:

- consult parents when reviewing this policy;
- provide information about curriculum content;
- make teaching materials available for parents to view upon request;
- support parents in discussing RSHE topics at home;
- explain clearly the statutory and non-statutory elements of the curriculum.

The Academy values strong partnerships with parents and recognises their important role in promoting children's wellbeing.

7. Curriculum Intent

The Academy's RSHE curriculum aims to equip pupils with the knowledge, understanding and skills required to:

- develop positive relationships based upon kindness, trust and mutual respect;
- understand the importance of healthy family life;
- recognise healthy and unhealthy relationships;
- understand personal boundaries and consent;
- develop resilience and emotional wellbeing;
- keep themselves safe online and offline;
- recognise abuse, exploitation and coercion;
- understand equality, diversity and inclusion;
- make informed decisions regarding health and wellbeing;
- prepare confidently for adult life.

The curriculum is carefully sequenced to ensure pupils revisit important themes with increasing depth and complexity throughout Key Stages 3 and 4.

Teaching reflects local safeguarding priorities alongside national statutory requirements.

8. Curriculum Delivery

RSHE is delivered primarily through the Academy's Personal, Social, Health and Economic Education (PSHE) curriculum and is supported through Religious Education, Science, Computing, Physical Education and pastoral provision.

Learning takes place through:

- tutor programme activities;
- discrete PSHE lessons;
- themed enrichment days;
- assemblies;
- external specialist visitors;
- cross-curricular learning opportunities.

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Teaching methods include:

- discussion;
- case studies;
- scenario-based learning;
- role play;
- reflective activities;
- collaborative learning;
- video and media analysis;
- evidence-informed resources.

External agencies may contribute specialist expertise where appropriate. The Academy remains responsible for curriculum content, safeguarding arrangements and quality assurance of all externally delivered sessions.

Where external providers are used, all materials will be reviewed in advance by the RSHE Lead, will reflect the Academy's values and statutory requirements, and will be available for parents to view on request.

Curriculum resources are reviewed regularly to ensure they remain accurate, balanced, age-appropriate and consistent with current legislation and Department for Education guidance.

The Academy recognises that RSHE is a safeguarding curriculum. Teachers receive appropriate training to manage sensitive discussions confidently and to respond appropriately where safeguarding concerns arise.

9. Curriculum Content

The Academy's RSHE curriculum has been carefully planned to provide a progressive programme of learning from Year 7 to Year 11. The curriculum is age-appropriate, evidence-informed and designed to equip pupils with the knowledge, understanding and skills needed to develop healthy relationships, maintain positive physical and mental health and prepare for adult life.

Curriculum content is regularly reviewed to ensure that it reflects statutory requirements, responds to local safeguarding priorities and addresses emerging issues affecting young people.

Teaching builds upon pupils' previous learning and enables them to revisit important themes with increasing maturity throughout secondary education.

The curriculum covers the following statutory themes.

9.1 Families

Pupils will learn:

- the characteristics of healthy, stable and supportive family relationships;
- that families take many different forms and all deserve dignity and respect;
- the importance of love, care, commitment and responsibility within families;
- the legal status of marriage and civil partnerships;
- that marriage and civil partnership carry legal rights and protections;
- that "common law marriage" has no legal status;

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- that forced marriage is illegal;
- the responsibilities involved in parenting;
- the importance of early childhood development;
- how family relationships may change through separation, bereavement or new relationships;
- where to seek support if family relationships become unsafe.

9.2 Respectful Relationships

Pupils will develop an understanding of:

- mutual respect;
- kindness;
- trust;
- honesty;
- loyalty;
- communication;
- conflict resolution;
- reconciliation;
- empathy;
- self-respect;
- healthy boundaries;
- consent;
- recognising controlling or coercive behaviour;
- ending relationships respectfully.

Teaching will also explore:

- healthy masculinity;
- positive role models;
- misogyny;
- sexism;
- prejudice;
- discrimination;
- stereotypes;
- respect for protected characteristics under the Equality Act 2010.

Pupils will understand that ethical relationships involve more than simply obtaining consent and require kindness, respect, care and awareness of another person's needs.

9.3 Online Relationships and Digital Safety

Recognising the rapidly changing online world, the Academy provides a comprehensive programme covering digital relationships and online safety.

Pupils will learn about:

- respectful online communication;
- social media;
- digital footprints;
- privacy settings;
- location sharing;

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- fake accounts;
- online scams;
- phishing;
- artificial intelligence (AI);
- deepfake images and videos;
- misinformation and disinformation;
- online manipulation;
- harmful online influencers;
- pornography;
- sextortion;
- image sharing;
- cyberbullying;
- online harassment;
- coercive behaviour online;
- age restrictions on social media;
- targeted advertising;
- personal data;
- online gambling;
- reporting harmful online content.

Teaching will emphasise that:

- images shared online may never be permanently removed;
- sharing indecent images of anyone under 18 is illegal;
- AI-generated sexual images are also subject to criminal law;
- pupils will never be blamed for seeking help if images of themselves have been shared.

9.4 Personal Safety

The curriculum teaches pupils how to recognise and respond appropriately to situations that may place themselves or others at risk.

Teaching includes:

- recognising abuse;
- recognising grooming;
- child criminal exploitation;
- child sexual exploitation;
- county lines;
- coercive control;
- domestic abuse;
- stalking;
- harassment;
- sexual harassment;
- sexual violence;
- harmful sexual behaviour;
- forced marriage;
- honour-based abuse;
- female genital mutilation (FGM);
- virginity testing;
- hymenoplasty;

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- strangulation and suffocation offences;
- public sexual harassment;
- exploitation through technology;
- recognising unsafe adults;
- reporting concerns;
- accessing support services.

Throughout the curriculum, pupils are taught that abuse is never the fault of the victim.

9.5 Intimate and Sexual Relationships

We define relationships education as learning about the physical, social, legal and emotional aspects human relationships including, friendships, intimate, sexual and committed relationships and family life. We define sex education as learning about physical, social, legal, and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception, safer sex, sexually transmitted infections and sexual health.

Teaching is delivered in an age-appropriate manner and reflects both statutory guidance and the Academy's Christian ethos.

Pupils will learn:

- the law relating to sexual consent;
- the age of consent;
- consent can be given, refused or withdrawn at any time;
- healthy intimate relationships;
- delaying sexual activity;
- contraception;
- pregnancy choices;
- miscarriage and pregnancy loss;
- sexually transmitted infections;
- HIV;
- PrEP;
- PEP;
- reproductive health;
- fertility;
- menopause;
- accessing confidential healthcare.

The Academy promotes respectful, responsible decision-making and encourages pupils to understand that healthy intimate relationships are based upon mutual respect, trust, responsibility and care.

10. Inclusion, Equality and SEND

The Academy believes every pupil has the right to access a high-quality RSHE curriculum regardless of background, need or ability.

Teaching will be inclusive and accessible for all pupils.

Appropriate adaptations may include:

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- differentiated teaching strategies;
- adapted resources;
- visual supports;
- smaller group work;
- additional adult support;
- pre-teaching of vocabulary;
- sensory adaptations;
- personalised learning where appropriate.

Teachers recognise that pupils with SEND may be more vulnerable to exploitation, abuse or unhealthy relationships and ensure learning explicitly supports their safety and independence.

The curriculum reflects the Equality Act 2010 and promotes dignity, respect and inclusion.

Teaching reflects the protected characteristics, including:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

The Academy promotes respectful discussion and challenges discriminatory language or behaviour wherever it occurs.

11. Safeguarding

Relationships, Sex and Health Education is an essential component of the Academy's safeguarding curriculum.

The curriculum equips pupils with the knowledge and confidence to:

- recognise abuse;
- recognise exploitation;
- understand consent;
- understand healthy relationships;
- identify concerning behaviour;
- seek help;
- support friends appropriately;
- report safeguarding concerns.

Teachers understand that RSHE lessons may result in disclosures.

All staff will:

- follow the Academy's Child Protection Policy;
- report concerns immediately to the Designated Safeguarding Lead;

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- never promise confidentiality;
- record concerns accurately;
- respond calmly and professionally.

Ground rules are established within every RSHE lesson to ensure discussions remain respectful and supportive.

Where external providers deliver sessions, safeguarding expectations are agreed before teaching takes place.

12. Online Safety

Online safety forms an integral part of the RSHE curriculum.

Teaching complements the Computing curriculum and reflects current safeguarding risks.

Pupils learn about:

- safe online relationships;
- respectful communication;
- AI technologies;
- deepfakes;
- online fraud;
- phishing;
- sextortion;
- cyberbullying;
- pornography;
- online radicalisation;
- harmful influencers;
- misinformation;
- disinformation;
- image-based abuse;
- online coercion;
- privacy settings;
- digital resilience.

Pupils are taught how to access support from trusted adults, CEOP, Childline and other recognised safeguarding organisations.

13. Working with External Agencies

The Academy recognises that specialist organisations can enhance the RSHE curriculum.

External providers may contribute to teaching where their expertise adds value.

Before any external session:

- credentials are checked;
- safeguarding procedures are agreed;
- lesson content is quality assured;
- materials are reviewed;

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- teaching is checked for factual accuracy;
- content is assessed for age appropriateness.

Responsibility for curriculum content always remains with the Academy.

Parents may request to view externally produced teaching resources in accordance with this policy.

14. Parents and Carers

The Academy recognises that parents and carers are the primary educators of their children and values the important role they play in supporting Relationships, Sex and Health Education.

We are committed to working in partnership with parents by:

- consulting parents when reviewing the RSHE Policy;
- providing clear information about curriculum content;
- supporting parents to discuss relationships, health and wellbeing at home;
- responding positively to questions and concerns;
- providing opportunities for parents to view curriculum resources;
- communicating any significant changes to the curriculum.

In accordance with statutory guidance, parents may request to view all teaching materials used to deliver RSHE. Materials will normally be shared through meetings, presentations or secure electronic access, subject to copyright restrictions.

The Academy encourages parents to engage positively with the curriculum and recognises that strong partnerships between school and home provide the best outcomes for pupils.

15. Parents' Right to Request Withdrawal from Sex Education

Relationships Education and Health Education are statutory subjects.

Parents **cannot** withdraw their child from:

- Relationships Education;
- Health Education;
- National Curriculum Science, including puberty and human reproduction taught through Science.

Parents have the right to request that their child be withdrawn from some or all of the non-statutory sex education delivered as part of RSHE.

Any request should be made in writing to the Headteacher using the Academy's Withdrawal Request Form (Appendix 3).

Following receipt of a request, the Headteacher (or an appropriately delegated senior leader) will invite parents to a meeting to:

- clarify the curriculum content;
- explain the educational purpose of the lessons;
- discuss any concerns;

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- explain the possible educational and social implications of withdrawal;
- answer any questions.

Following this meeting, unless exceptional safeguarding circumstances apply, the request will normally be respected.

Where a pupil has been withdrawn from sex education, suitable supervised educational activities will be provided during the relevant lessons.

In accordance with legislation, pupils may choose to opt into sex education themselves from **three terms before their sixteenth birthday**, regardless of parental wishes.

The Academy will ensure pupils are informed of this right.

16. Confidentiality

The Academy seeks to create a safe learning environment in which pupils feel able to ask questions and seek support.

Teachers will:

- encourage respectful discussion;
- establish agreed classroom expectations;
- respond honestly and appropriately;
- avoid encouraging personal disclosures during lessons.

Staff cannot offer absolute confidentiality.

Where information suggests that a pupil, or another person, may be at risk of harm, staff have a legal safeguarding duty to share information with the Designated Safeguarding Lead.

Pupils will be reminded of these arrangements before sensitive lessons begin.

17. Managing Sensitive Questions

Relationships, Sex and Health Education naturally raises questions that may be sensitive or personal.

Teachers will:

- answer factual questions honestly;
- provide age-appropriate responses;
- distinguish between fact, opinion and belief where appropriate;
- encourage pupils to discuss some issues with parents or trusted adults;
- signpost pupils towards reliable sources of advice;
- avoid discussing personal experiences.

Where a question falls outside the planned curriculum, teachers may:

- answer individually after the lesson;
- refer the question to parents;
- provide information at a later point where appropriate;

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- seek advice from the RSHE Lead or Designated Safeguarding Lead.

Anonymous question boxes may be used to enable pupils to ask questions safely.

18. Assessment

Assessment within RSHE is formative and supports pupils' personal development.

Teachers assess learning through:

- classroom discussion;
- reflective activities;
- quizzes;
- pupil voice;
- written tasks;
- self-assessment;
- observation of participation.

Assessment focuses upon pupils' understanding, confidence and ability to apply learning rather than their personal beliefs or experiences.

Assessment information supports curriculum planning and identifies where additional teaching may be required.

19. Monitoring, Evaluation and Quality Assurance

The Academy is committed to continuous improvement in RSHE provision.

The quality of teaching and learning will be monitored through:

- lesson observations;
- learning walks;
- curriculum reviews;
- work scrutiny;
- pupil voice;
- staff feedback;
- parent feedback;
- safeguarding trend analysis;
- governor monitoring.

The RSHE Lead will produce an annual evaluation report for the Senior Leadership Team.

This review will consider:

- curriculum coverage;
- pupil outcomes;
- safeguarding developments;
- national guidance updates;
- staff training needs;

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- parental engagement;
- resource quality.

Recommendations arising from evaluation will inform future curriculum development.

20. Staff Training

The Academy recognises that high-quality RSHE depends upon well-trained and confident staff.

Teaching staff delivering RSHE will receive appropriate continuing professional development which may include:

- statutory guidance updates;
- safeguarding;
- sexual harassment and sexual violence;
- online safety;
- consent education;
- mental health;
- inclusive teaching;
- SEND adaptations;
- managing sensitive discussions;
- responding to disclosures.

External specialists may contribute to staff training where appropriate.

21. Equality, Diversity and Respect

The Academy promotes dignity, equality and respect for every member of its community.

Teaching reflects the Equality Act 2010 and encourages pupils to:

- value diversity;
- challenge prejudice;
- reject discrimination;
- respect different beliefs and backgrounds;
- understand the protected characteristics;
- behave respectfully towards others both online and offline.

Teaching will present factual information in an impartial and age-appropriate manner whilst reflecting the Academy's Christian ethos and values.

22. Linked Policies

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality Policy

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- SEND Policy
- Online Safety Policy
- PSHE Policy
- Attendance Policy
- Staff Code of Conduct
- Keeping Children Safe in Education (current edition)

23. Policy Review

This policy will be reviewed every two years, or sooner if:

- legislation changes;
- Department for Education guidance changes;
- safeguarding developments require amendment;
- Local Governing Body requests an earlier review.

The review process will include consultation with:

- pupils;
- parents and carers;
- staff;
- governors;
- external partners where appropriate.

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Appendix 1 – RSHE Curriculum Overview (2026–2028)

Curriculum Intent

The Academy delivers a progressive Relationships, Sex and Health Education (RSHE) curriculum from Years 7–11 which develops pupils' knowledge, understanding, skills and character.

The curriculum is carefully sequenced to ensure pupils learn essential safeguarding knowledge before they may encounter risks in real life or online.

RSHE is delivered primarily through Personal Development (PSHE), supported by Religious Education, Science, Computing, Physical Education, assemblies, pastoral programmes and external specialists where appropriate.

Year 7 – Building Positive Relationships

Families and Relationships

- Different family structures
- Family responsibilities
- Healthy friendships
- Respect and kindness
- Managing conflict
- Bullying and bystander responsibilities

Equality and Respect

- Protected characteristics
- Diversity
- Challenging stereotypes
- Inclusion
- Respecting different beliefs

Online Safety

- Digital footprints
- Social media age restrictions
- Privacy settings
- Cyberbullying
- Fake online identities
- Safe communication

Personal Safety

- Trusted adults

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- Grooming awareness
- Personal boundaries
- Consent in everyday situations
- Reporting concerns

Health

- Emotional wellbeing
- Self-esteem
- Puberty
- Personal hygiene
- Healthy lifestyles

Year 8 – Healthy Choices

Relationships

- Healthy and unhealthy relationships
- Respectful communication
- Managing conflict
- Peer pressure
- Boundaries

Equality

- Racism
- Disability awareness
- Religious discrimination
- Sexism
- Challenging prejudice

Online Safety

- Sexting
- Sextortion
- Online scams
- Phishing
- AI-generated content
- Digital reputation

Health

- Reproduction (Science links)
- Mental wellbeing
- Healthy eating
- Sleep
- Physical activity
- Vaping awareness

Safety

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- Consent
- Coercion
- Grooming
- Exploitation
- Reporting concerns

Year 9 – Developing Independence

Relationships

- Romantic relationships
- Healthy intimacy
- Consent
- Communication
- Respect

Online Safety

- Pornography
- Deepfakes
- Harmful influencers
- Misinformation
- Online manipulation

Equality

- Misogyny
- Gender stereotypes
- Protected characteristics
- Hate crime
- Equality Act

Health

- Contraception
- Pregnancy
- Miscarriage
- STIs
- HIV
- Mental health

Personal Safety

- Sexual harassment
- Sexual violence
- Domestic abuse
- Coercive control
- County lines
- Child exploitation

DRAFT

Year 10 – Preparing for Adult Life

Relationships

- Long-term relationships
- Marriage
- Civil partnerships
- Parenting
- Family responsibilities

Sexual Health

- Contraception
- PrEP
- PEP
- Sexual health services
- Consent
- Fertility

Online Safety

- AI
- Deepfakes
- Image-based abuse
- Sextortion
- Online fraud
- Data protection

Health

- Drugs
- Alcohol
- Tobacco
- Vaping
- Gambling harms
- Mental wellbeing

Personal Safety

- Honour-based abuse
- Forced marriage
- FGM
- Virginity testing
- Hymenoplasty
- Stalking

Year 11 – Living Safely and Responsibly

Relationships

- Healthy adult relationships

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- Ethical decision-making
- Respectful communication
- Managing relationship breakdown

Sexual Health

- Pregnancy choices
- Abortion (factual and impartial)
- Fertility
- Menopause
- Reproductive health
- Accessing healthcare

Online Safety

- Online reputation
- Employment and digital footprints
- AI developments
- Financial scams
- Digital resilience

Health

- Managing stress
- Healthcare navigation
- Gillick competence
- Medical consent
- Blood and organ donation

Personal Safety

- Knife crime awareness
- Violence reduction
- Emergency first aid
- CPR awareness
- Independent living

Curriculum Themes Delivered Across All Year Groups

Throughout Years 7–11 pupils will continually revisit:

- Safeguarding
- Respect
- Consent
- Equality
- Diversity
- Inclusion
- Online Safety
- Mental Wellbeing
- Physical Health
- Healthy Relationships

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- Personal Responsibility
- British Values
- Christian Values
- Careers and Future Aspirations

The curriculum is spiral in design, meaning important concepts are revisited with increasing depth and maturity throughout Key Stages 3 and 4.

Curriculum Monitoring

Curriculum delivery will be monitored through:

- Learning walks
- Lesson observations
- Curriculum reviews
- Pupil voice
- Staff voice
- Parent feedback
- Governor monitoring
- Safeguarding reviews
- Annual curriculum evaluation

The RSHE Lead will review curriculum content annually to ensure continued compliance with statutory guidance and responsiveness to emerging safeguarding issues.

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Appendix 2 – DfE Statutory Compliance Matrix

Purpose

This matrix demonstrates how The Academy of Saint Francis of Assisi meets the statutory requirements contained within the Department for Education's **Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (July 2025)**.

The matrix should be reviewed annually by the RSHE Lead and updated whenever statutory guidance or curriculum content changes.

DfE Statutory Requirement	Policy Section	Curriculum Coverage	Monitoring Evidence
Families and caring relationships	Sections 7 & 9	Years 7–11	Curriculum review, pupil voice
Marriage and Civil Partnerships	Section 9	Years 9–10	Curriculum plans
Different family structures	Sections 1, 9 & 21	Years 7–11	Lesson observations
Respectful relationships	Sections 7 & 9	All year groups	Learning walks
Healthy friendships	Section 9	Years 7–8	Pupil voice
Conflict resolution	Sections 7 & 9	Years 7–11	Work scrutiny
Boundaries	Sections 9 & 11	Years 7–11	Assessment activities
Consent	Sections 9, 11 & 12	Years 8–11	Curriculum monitoring
Ethical relationships	Section 9	Years 9–11	Lesson observations
Bullying (including cyberbullying)	Sections 9, 11 & 12	Years 7–11	Behaviour records
Equality Act 2010	Sections 10 & 21	Years 7–11	Equality monitoring
Protected Characteristics	Sections 10 & 21	Years 7–11	Curriculum review
Challenging stereotypes	Section 9	Years 7–11	Pupil surveys
Misogyny	Sections 9 & 12	Years 9–11	Safeguarding review
Healthy masculinity	Section 9	Years 9–11	Lesson observations
Violence Against Women and Girls	Sections 9 & 11	Years 9–11	DSL monitoring
Online relationships	Sections 9 & 12	Years 7–11	Computing links
Digital footprints	Section 12	Years 7–8	Online safety audit
Social media safety	Section 12	Years 7–11	Curriculum review
AI and Deepfakes	Section 12	Years 8–11	Annual review
Harmful influencers	Section 12	Years 9–11	Safeguarding monitoring
Pornography	Sections 9 & 12	Years 9–11	Lesson planning
Sextortion	Section 12	Years 8–11	DSL review
Online scams	Section 12	Years 8–11	Online safety curriculum
Cyberbullying	Sections 11 & 12	Years 7–11	Behaviour records
Image sharing	Sections 11 & 12	Years 8–11	Safeguarding records

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DfE Statutory Requirement	Policy Section	Curriculum Coverage	Monitoring Evidence
Child Sexual Exploitation	Section 11	Years 9–11	DSL reports
Child Criminal Exploitation	Section 11	Years 9–11	Safeguarding review
Grooming	Sections 11 & 12	Years 7–11	Curriculum monitoring
County Lines	Section 11	Years 9–11	Local safeguarding review
Domestic Abuse	Section 11	Years 9–11	Lesson observations
Coercive Control	Section 11	Years 9–11	Curriculum plans
Sexual Harassment	Section 11	Years 9–11	Behaviour monitoring
Sexual Violence	Section 11	Years 9–11	DSL review
Stalking	Section 11	Years 10–11	Curriculum evaluation
Forced Marriage	Section 11	Years 10–11	Lesson plans
Honour-Based Abuse	Section 11	Years 10–11	Safeguarding audit
Female Genital Mutilation (FGM)	Section 11	Years 10–11	DSL monitoring
Virginity Testing	Section 11	Year 10	Curriculum review
Hymenoplasty	Section 11	Year 10	Curriculum review
Strangulation Offence	Section 11	Years 10–11	Safeguarding review
Healthy intimate relationships	Section 9	Years 9–11	Assessment
Sexual consent	Section 9	Years 9–11	Curriculum review
Contraception	Section 9	Years 9–11	Lesson planning
Pregnancy choices	Section 9	Years 10–11	Curriculum monitoring
STIs and HIV	Section 9	Years 9–11	Assessment
PrEP and PEP	Section 9	Years 10–11	Annual curriculum review
Fertility	Section 9	Years 10–11	Curriculum evaluation
Menopause	Section 9	Year 11	Lesson planning
Mental wellbeing	Sections 9 & 18	Years 7–11	Pupil surveys
Physical health	Section 9	Years 7–11	Curriculum review
Healthy eating	Section 9	Years 7–11	Lesson observations
Physical activity	Section 9	Years 7–11	PE links
Drugs education	Section 9	Years 8–11	Curriculum monitoring
Alcohol education	Section 9	Years 8–11	Assessment
Tobacco	Section 9	Years 8–11	Lesson review
Vaping	Section 9	Years 8–11	Annual review
Gambling harms	Section 9	Years 10–11	Curriculum evaluation
Sleep and wellbeing	Section 9	Years 7–11	PSHE review
Healthcare navigation	Section 9	Year 11	Lesson plans
Gillick Competence	Section 9	Year 11	Curriculum review
Medical consent	Section 9	Year 11	Lesson planning
SEND accessibility	Section 10	All year groups	SEND review
Parent consultation	Sections 5 & 14	Whole school	Consultation records
Parent access to resources	Section 14	Whole school	Parent information
Right to withdraw	Section 15	Whole school	Withdrawal records
Managing sensitive questions	Section 17	Whole school	Staff training
Staff training	Section 20	Whole school	CPD records
External providers	Section 13	Whole school	QA documentation
Safeguarding	Section 11	Whole school	KCSIE audit
Monitoring and evaluation	Section 19	Whole school	Governor reports

Annual Quality Assurance Checklist

The RSHE Lead will confirm annually that:

- Statutory guidance remains fully met.

- Curriculum reflects current safeguarding priorities.
- Resources remain factually accurate and age appropriate.
- Parent consultation arrangements remain effective.
- Curriculum materials are available for parental review.
- Staff training is up to date.
- External providers have been quality assured.
- Safeguarding procedures have been reviewed.
- SEND adaptations remain appropriate.
- Equality duties continue to be met.
- Governor monitoring has been completed.
- Pupil voice has informed curriculum development.

Evidence Portfolio

The Academy will maintain the following evidence to support quality assurance and inspection:

- Approved RSHE Policy.
- Annual curriculum plans.
- Curriculum maps.
- Schemes of learning.
- Lesson resources.
- Staff CPD records.
- Parent consultation records.
- Governor minutes.
- Pupil voice reports.
- Learning walk records.
- Safeguarding reviews.
- Curriculum evaluation reports.
- External provider quality assurance records.

This compliance matrix should be reviewed alongside the policy at least every two years or sooner if statutory guidance changes.

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Appendix 3 – Parent Request to Withdraw from Sex Education

The Academy of Saint Francis of Assisi

Relationships, Sex and Health Education (RSHE)

Parent Request to Withdraw from Non-Statutory Sex Education

In accordance with Section 405 of the Education Act 1996 and the Department for Education Relationships, Sex and Health Education Statutory Guidance (July 2025), parents have the right to request that their child be withdrawn from some or all of the non-statutory sex education delivered as part of the Academy's RSHE curriculum.

Please note:

Parents **cannot** withdraw their child from:

- Relationships Education
- Health Education
- National Curriculum Science
- Safeguarding content
- Online Safety
- Consent education delivered as part of statutory Relationships Education
- Content delivered under statutory safeguarding duties

Pupil Details

Student Name:

Tutor Group:

Date of Birth:

Parent / Carer Details

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Name:

Relationship to Child:

Address:

Telephone:

Email Address:

Request

I wish to request that my child is withdrawn from the following elements of non-statutory sex education.

Please outline your request:

Reason for Request

Although parents are not required to provide a reason, the Academy welcomes information which may help us support your child appropriately.

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Discussion with Headteacher

Before any decision is made, the Headteacher (or delegated senior leader) will invite parents to discuss:

- the curriculum;
- statutory requirements;
- educational benefits;
- safeguarding implications;
- any concerns raised.

Date of Meeting:

Attendees:

Summary of Discussion:

Decision

□ Request Approved

□ Request Partially Approved

□ Request Declined (exceptional safeguarding reasons only)

Reason (if applicable):

Alternative educational provision during withdrawn lessons:

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Parent Signature:

Date:

Headteacher Signature:

Date:

Important Information

In accordance with statutory guidance:

- A pupil may choose to receive sex education from **three terms before their sixteenth birthday**, regardless of parental wishes.
- The Academy will ensure pupils understand this right.
- Appropriate supervised educational activities will be provided during withdrawn lessons.

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Appendix 4 – RSHE Curriculum Implementation Overview

Curriculum Principles

The Academy delivers a carefully sequenced curriculum which:

- builds knowledge progressively;
- prepares pupils before risks arise;
- reflects local safeguarding priorities;
- supports pupils' personal development;
- promotes Christian values;
- prepares pupils for adult life.

Curriculum Sequence

Year	Core Focus	Key Outcomes
Year 7	Belonging and Respect	Building healthy friendships, understanding families, personal safety and respectful behaviour
Year 8	Healthy Choices	Boundaries, consent, online safety, prejudice, emotional wellbeing
Year 9	Growing Independence	Healthy relationships, sexual harassment, pornography, contraception, exploitation awareness
Year 10	Responsible Decision Making	Sexual health, coercive control, domestic abuse, online risks, gambling, fertility
Year 11	Preparation for Adult Life	Healthcare, consent, healthy adult relationships, reproductive health, independent decision making

Spiral Curriculum

Each year revisits and develops:

- Relationships
- Respect
- Consent
- Equality
- Diversity
- Mental Health
- Physical Health
- Online Safety
- Safeguarding
- Personal Responsibility
- British Values

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- Christian Values

Teaching Approaches

Teachers use:

- discussion
- scenarios
- case studies
- role play
- restorative conversations
- reflective journals
- anonymous question boxes
- video analysis
- collaborative learning
- evidence-informed resources

Teaching is always:

- factual;
- age appropriate;
- inclusive;
- balanced;
- respectful;
- safeguarding-led.

Assessment

Assessment focuses upon pupils':

- knowledge;
- understanding;
- confidence;
- decision-making;
- ability to seek help;
- application of learning.

Assessment methods include:

- low-stakes quizzes;
- reflective writing;
- pupil discussion;
- self-assessment;
- teacher observation;
- pupil voice.

Quality Assurance Cycle

Autumn Term

- Curriculum review

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- Staff training
- Parent communication
- Resource audit

Spring Term

- Learning walks
- Pupil voice
- Governor monitoring
- Safeguarding review

Summer Term

- Curriculum evaluation
- Parent survey
- Staff evaluation
- Annual improvement plan

Success Indicators

The Academy will know RSHE is successful when:

- pupils feel safe;
- pupils know where to seek help;
- safeguarding concerns are identified early;
- respectful relationships are evident across the school;
- bullying reduces;
- pupils demonstrate understanding of consent and boundaries;
- parents understand and support the curriculum;
- governors receive clear evidence of impact.

Annual RSHE Action Plan

The RSHE Lead will produce an annual action plan based upon:

- curriculum evaluation;
- safeguarding trends;
- pupil voice;
- parent feedback;
- governor recommendations;
- Ofsted updates;
- DfE guidance.

This action plan will form part of the Academy Improvement Plan and will be reported annually to the Local Governing Body .

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