

Chesterton Community College

Relationships, Sex and Health Education Policy 2026-27

Approved by Headteacher	01-09-26
Review cycle	Annual- Next Due Sep 2027

Document Control

New Version Number	Key changes from previous version	Date of ratification
2	Introduction of Trust lead p.4 and minor re-wording to clarify in red	30/09/24
3	Updated change to include the drop-down curriculum and changes in responsibility	01/09/25
4	Document restructured to add clarity	

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School Character Education Intentions (CEI) and RSHE Links

At Chesterton Community College, our RSHE curriculum supports our character education by helping students develop their knowledge, skills, and values to build healthy relationships, make safe and informed choices, and approach their futures with confidence and purpose. At Chesterton, students are encouraged to be caring, principled, and reflective individuals who understand themselves and others, contributing positively to their communities and the wider world.

Statutory Requirements

This policy aligns with the Department for Education's statutory guidance 'Relationships, Sex and Health Education' (July 2025), effective from September 2026. It should also be read alongside Keeping Children Safe in Education (2026), the Equality Act (2010), and each school's Safeguarding, Behaviour and Anti-Bullying Policies.

Policy Context and Rationale

Chesterton Community College is committed to ensuring that all learners receive high-quality, inclusive, and age-appropriate RSHE. Our RSHE provision builds confidence, compassion, and curiosity by developing learners' understanding of relationships, wellbeing, and personal safety in the real and digital world. RSHE is embedded through the Personal Development programme at Chesterton, which integrates RSHE, E-Safety, PSHE, Citizenship and Careers within a single, coherent structure.

The 5Rs Framework for RSHE

5Rs	Definition	Purpose within ELA RSHE
RSHE	Relationships, Sex and Health Education — our statutory, inclusive curriculum that promotes respect, consent, health, and personal responsibility.	Embeds safeguarding, equality, and wellbeing through the ELA Character framework.
Research	Ongoing analysis of local, national, and Trust data to inform content, including wellbeing surveys, safeguarding trends, and student voice.	Ensures content is responsive and evidence-led.
Report	Clear systems for students and staff to report concerns or disclosures.	Builds a proactive safeguarding culture and ensures rapid intervention.

Recording	Accurate, secure recording of RSHE-related safeguarding or behavioural issues (e.g. via MyConcern).	Tracks patterns, informs curriculum review, and evidences impact.
Responding and Review	Structured follow-up actions and Trust-wide reflection on RSHE impact, CPD, and QA outcomes.	Ensures continuous improvement through evaluation and feedback cycles.

Responsibilities

At Chesterton Community College, this policy is implemented within our local context by the PSHE / RSHE Lead, Sophie Hawkins (Assistant Headteacher), who oversees quality assurance, staff training, and the gathering of student feedback. Trust-wide oversight sits with the Eastern Learning Alliance RSHE/ PSHE Lead, Christoph Gee, who ensures safeguarding and curriculum alignment across all schools through the shared 5Rs process.

Policy Objectives

This policy operationalises the ELA 5Rs Framework, ensuring that RSHE teaching and safeguarding are integrated through Research, Reporting, Recording, and ongoing Responding and Review.

Objectives:

1. Deliver a statutory, inclusive, and high-quality RSHE curriculum at CCC.
2. Equip students with knowledge, skills, and confidence to form safe, respectful, and healthy relationships.
3. Embed digital literacy, online safety, and critical awareness of AI, misinformation, and media influence.
4. Foster emotional regulation, mental wellbeing, and understanding of grief, change, and loss.
5. Empower students to challenge harmful norms such as misogyny, prejudice, and coercive control.
6. Maintain transparent engagement with families and ensure annual review through the 5Rs process.

Teaching and Learning

RSHE is delivered through the Personal Development framework using three Provisions:

- Core Provision: Tutor-led sessions
- Community Provision: Assemblies
- Enhanced Provision: Workshops and external input

Sessions follow the Understand–Speak–Spotlight–Bridge–Disagree (USSBD) oracy model, enabling structured discussion. Chesterton integrates RSHE through its Character Education Intentions and reviews delivery against the 5Rs process.

Right to Withdraw

Parents and carers have the legal right to request withdrawal of their child from some or all of the elements of **sex education** delivered as part of RSHE. However, there **is no right to withdraw** from content covered under **Relationships Education, Health Education**, or topics taught through the **National Curriculum for Science** (including reproduction and the human body).

Requests for **withdrawal should be made in writing to the Headteacher**. A meeting will be arranged with the RSHE Lead (Sophie Hawkins) and Trust Lead (Christopher Gee) to ensure clarity about which elements are covered, the statutory nature of the content, and the implications of withdrawal. This meeting will also provide parents with access to all materials used, in line with DfE transparency expectations.

Where parents/carers choose to withdraw their child from sex education, the school will offer guidance and resources to help families continue learning at home, ensuring the pupil's broader understanding of health, relationships, and safeguarding is supported. Pupils who are within three terms of their 16th birthday also have the legal right to choose to take part in sex education, even if they were previously withdrawn.

Enhanced Provision Rationale

The RSHE curriculum at Chesterton Community College is carefully sequenced to match students' stages of development and reflect the challenges and experiences they are likely to face as they grow. Each year builds on prior knowledge, creating a spiral curriculum that develops understanding of relationships, health, and personal safety with increasing depth and maturity.

Our approach encourages students to be **caring, principled, and reflective individuals** who act with integrity and empathy. It also supports the college's wider Personal Development framework and Character Education Intentions of belonging, safety, and ambition — ensuring that RSHE learning connects to our six personal development aspects and the 5Rs process (Report, Record, Respond, Reflect, Review).

Through this joined-up approach, students learn to form respectful relationships, make informed choices, and approach adulthood with confidence, compassion, and a strong sense of social responsibility.