



Fairchildes Academy Community Trust (FACT)

Relationships, Sex, and Health Education (RSHE) Policy

Date	May 2026
Edited by:	Jane Byers
Sections edited:	Full revision to create a FACT policy, to align with 2025/2026 Statutory Guidance; replacement of Dot Com with Oak National Academy; inclusion of Zones of Regulation.
Review date:	September 2027

Introduction

At Fairchildes Academy Community Trust (FACT), Relationships, Sex and Health Education (RSHE) is a core element of our curriculum. It enriches pupils' intellectual, social, moral and cultural development, helping them understand their identity, build healthy relationships and navigate the modern world safely.

RSHE encourages curiosity, empathy and respect. It equips pupils with the knowledge and vocabulary needed to make informed decisions about their physical and emotional wellbeing, preparing them for the opportunities and challenges of later life.

This policy reflects Trust-wide decisions to ensure consistency, safeguarding and high-quality provision across all schools. It is fully aligned with the 2025/2026 DfE Statutory Guidance. The curriculum is built upon the Oak National Academy scheme of work and incorporates the Zones of Regulation to support emotional literacy and readiness for learning.

Aims and Objectives

The FACT RSHE curriculum aims for pupils to:

Empowerment

Develop the knowledge, skills and vocabulary needed to make informed, responsible and healthy choices.

Safety and Boundaries

Understand personal boundaries, privacy and consent, including the use of correct scientific names for external body parts as a safeguarding priority.

Respect and Values

Foster respect for diversity and uphold fundamental British values, including mutual respect and tolerance for those with protected characteristics.

Physical Development

Prepare for the physical and emotional changes associated with puberty and understand the human life cycle.

Emotional Regulation

Use the Zones of Regulation to recognise, label and manage emotions, supporting resilience and readiness for learning.

Healthy Relationships

Understand the characteristics of positive, respectful relationships and recognise harmful or exploitative situations.

Statutory Framework and Definitions

FACT complies with all statutory requirements for RSHE.

Area	Status	Core Focus
Relationships Education	Statutory	Families, friendships, respect, boundaries, staying safe (including online)
Health Education	Statutory	Physical health, mental wellbeing, healthy lifestyles, puberty
Sex Education	Non-statutory	Human reproduction and conception (Year 6)
National Curriculum Science	Statutory	Body parts, life cycles, reproduction, changes from birth to old age

Parents **cannot withdraw** children from statutory Relationships Education, Health Education or Science.

Parents **may request** withdrawal from the non-statutory Year 6 Sex Education lesson.

Teaching and Learning

The Oak National Academy scheme of work serves as the primary resource for RSHE across the Trust. Units are mapped against the 2025/2026 statutory guidance to ensure full coverage, progression and age-appropriate sequencing. Lessons are reinforced through assemblies and cross-curricular links with Science, Computing (Online Safety) and Physical Education.

Zones of Regulation

The Zones of Regulation framework is embedded into daily school life. It provides pupils with a shared language and strategies to recognise, manage and regulate emotions, supporting calmness and readiness for learning.

Role of Learning Mentors and Whole School Consistency

Learning Mentors play a central role in supporting the ethos and implementation of RSHE. They work directly with pupils to reinforce RSHE principles, helping children apply learning in real-life situations throughout the school day.

All staff, including Learning Mentors, use the shared language of the Zones of Regulation. This whole-school consistency strengthens emotional literacy, supports self-regulation and ensures pupils receive clear, predictable messages about respect, boundaries, safety and healthy relationships.

Online Safety and Modern Risks

In line with updated statutory guidance, RSHE explicitly addresses:

- Harmful online content (including misogynistic or sexually explicit material)

- Gender-based stereotypes
- Respectful behaviour online and offline
- How to seek help if something online feels unsafe

Pedagogical Approach

- Active, participatory teaching methods
- Clear ground rules in every class
- Single-sex groups where appropriate
- Explicit teaching of scientific vocabulary

Inclusion

FACT is committed to ensuring all pupils can access RSHE. Lessons are planned according to the three principles of inclusion:

1. Setting suitable learning challenges
2. Responding to diverse learning needs
3. Overcoming barriers to learning and assessment

Differentiation is provided by task, outcome, support and resource. Adaptations are made for SEND and EAL pupils, particularly regarding sensitive vocabulary.

The consistent use of Zones of Regulation language by all staff supports emotional regulation and inclusion. The curriculum complies with the Equality Act 2010, respecting protected characteristics and cultural and faith backgrounds.

Parental Engagement and Right of Withdrawal

FACT recognises parents as children's first educators. We:

- Provide information before sensitive lessons
- Share curriculum details on school websites
- Encourage "drip-feeding" conversations at home
- Offer access to Oak National Academy materials
- Consult parents during policy review cycles

Parents **cannot withdraw** children from statutory content.

Parents **may request withdrawal** from the non-statutory Year 6 Sex Education lesson.

Process:

- Written request submitted to the school
- Meeting with SLT to discuss concerns
- Outcome documented, including any alternative provision

Staff Training and Professional Development

FACT ensures that all staff involved in the delivery of RSHE receive regular, high-quality training. This includes annual updates linked to changes in statutory guidance, safeguarding requirements and emerging risks. Training covers:

- **RSHE statutory updates** and curriculum expectations
- **Safeguarding responsibilities**, including responding to disclosures
- **Managing sensitive discussions** and supporting pupils appropriately
- **Zones of Regulation** and their application in emotional regulation
- **Online safety risks**, including harmful content and gender-based stereotypes

Sensitive Topics and Delivery

- Clear expectations and ground rules established
- Respectful, safe classroom environment
- Single-sex groups used where appropriate
- Explicit teaching of scientific vocabulary: *penis, vulva, vagina, clitoris, uterus, testicles, scrotum, nipples*
- Vocabulary taught to remove shame and support safeguarding

Managing Potential Triggers and Emotional Safety

FACT recognises that RSHE content may trigger emotional responses linked to past experiences, trauma or safeguarding concerns. To ensure emotional safety:

- Staff review lesson content in advance to identify potential triggers
- RSHE Leads and the DSL share relevant contextual information with staff on a need-to-know basis
- Pupils are reminded of trusted adults they can speak to
- Learning Mentors provide follow-up check-ins for pupils who may be affected
- Staff never force participation in discussions where a pupil feels unsafe
- Any concerning reactions are recorded and passed to the DSL

Safeguarding and Confidentiality

RSHE is a core component of FACT's safeguarding strategy. It supports the prevention of grooming, FGM and abuse.

Pupils are taught:

- The language and confidence to speak to trusted adults
- How to recognise unsafe situations
- How to report concerns

Learning Mentors reinforce safeguarding messages through daily interactions, helping pupils articulate concerns using shared emotional-regulation language.

Staff must:

- Follow the Safeguarding & Child Protection Policy
- Report disclosures to the DSL
- Never promise confidentiality

Monitoring and Evaluation

Monitoring includes:

- Review by RSHE Leads and SLT
- Pupil voice
- Parent consultation feedback
- Lesson observations
- Planning and work scrutiny
- Reporting to the Trust Board