RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

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1.0	November 2020	New policy to reflect updated DfE Statutory Guidance
1.1	November 2022	Review of policy
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1. Statement of intent

At The Dean Trust, we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives. The teaching of Relationships and Sex Education (RSE) and Health Education can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society. We have an obligation to provide pupils with high-quality, evidence-informed and age appropriate teaching of these subjects. This policy outlines how the Trust's RSE and health education curriculum will meet the needs of all pupils.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Children and Social Work Act 2017
- DfE (2022) 'Keeping children safe in education'

- DfE (2021) ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’
- DfE (2025) ‘National curriculum in England: science programmes of study’
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2025 DfE (2020) ‘Teaching about relationships, sex and health’

3. Organisation of the curriculum

Primary Schools

a. Every Dean Trust primary school is required to deliver statutory relationships education and health education.
b. *“Relationships education”* is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
c. *“Health education”* is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
d. The curriculum will now contain the inclusion of personal safety, which now includes fire safety and travel safety.

Secondary Schools

a. Every Dean Trust secondary school is required to deliver statutory relationships & sex education and health education.
b. *“Relationships & sex education (RSE)”* is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
c. *“Health education”* is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
d. The majority of RSE, relationships education and health education curriculum will be delivered through Personal Development Curriculum education, with statutory elements taught via the Science curriculum.
e. The curriculum for RSE, relationships education and health education will be available on each Trust school’s website.
f. The curriculum will now contain the inclusion of personal safety, which now includes fire safety and travel safety.

4. Delivery of the curriculum

a. Curriculum, development and delivery will adhere to the DfE (2020) ‘Teaching about relationships, sex and health’ guidance.
b. The RSE, relationships education and health education curriculum will be delivered by appropriately trained members of staff, using the DfE CPD RSE training units.
c. The curriculum will proactively address issues in a timely way in line with current evidence on pupil’s physical, emotional and sexual development, as relevant.
d. RSE, relationships education and health education will be delivered in a non-judgemental, age appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.
e. The school will integrate LGBTQ+ content into the RSE curriculum (secondary schools). LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore gender identity and the features of stable and healthy same-sex relationships.
f. Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of pupils, where it is appropriate to discuss the body in smaller focused sessions.
g. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
h. Pupils will be prevented from accessing inappropriate materials on the internet when using such to

assist with their learning. The prevention measures taken to ensure this are outlined in the school's Acceptable Usage policies

i. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.
j. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
k. Schools are responsible for ensuring that speakers, tools and resources remain politically impartial and do not undermine the fundamental British values of democracy; the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
l. Schools should not under any circumstances use resources produced by organisations that take extreme political stances on matters. This is the case if the material itself is not extreme, as the use of it could imply endorsement or support of the organisation.
m. The whole school curriculum is delivered as a whole trust approach to wellbeing and positive relationships, supported by other policies including the behaviour and safeguarding policies.
n. Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. Similarly, good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms.

5. Working with external agencies

a. When working with external agencies, all schools will adhere to the DfE (2020) 'Teaching about relationships, sex and health' guidance.
b. Working with external agencies can enhance our delivery of RSE, relationship education and health education, and brings in specialist knowledge and different ways of engaging pupils.
c. External experts may be invited to assist from time-to-time with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy.
d. The school will check the visitor/visiting organisation's credentials of all external agencies including information available online and any known affiliations, in line with DfE guidance. The school will address any concerns in advance of agreeing the services of the external agency.
e. The school will ensure the teaching delivered by the external organisation fits with the planned curriculum and provisions of this policy. The school will be clear in advance with regards to what is going to be said and the organisation's position on issues likely to be discussed.
f. Teaching staff will always be present during sessions delivered by external organisations and understand their responsibility to challenge or end the session prematurely if this policy is not adhered to.
g. The school will use visitors to enhance the teaching of an appropriate member of the teaching staff, not to replace teaching by those staff members.
h. It is the school's responsibility to ensure resources and teaching materials from external agencies are appropriate for the age and maturity of pupils, are accessible for all pupils, including those with SEND, fit with their planned programme and policy, and are sensitive to pupils' needs.

6. Withdrawal from lessons

a. Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE (secondary schools only).
b. Parents **do not** have a right to withdraw their child from the relationships or health elements of the programmes.
c. Requests to withdraw a child from sex education must be made in writing to the headteacher or nominated deputy.

d. Before granting a withdrawal request, the headteacher (or nominated deputy) will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
e. They will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.
f. All discussions with parents will be documented. These records will be kept securely.
g. Following discussions with parents, the school will respect the request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE.
h. Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.
i. For requests concerning the withdrawal of a pupil with SEND, the headteacher may take the pupils' specific needs into account when making their decision.

7. Equality and accessibility

a. The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their; Age, Sex, Race, Disability, Religion or belief, Gender reassignment, Pregnancy or maternity, Marriage or civil partnership, Sexual orientation
b. The school will consider the backgrounds, sex, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.
c. The school understands that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils.
d. The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENDCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.
e. Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.
f. The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.
g. The school will be actively aware of prejudice and discrimination. Examples include racism, sexism, misogyny, homophobia, transphobia and gender stereotypes. Positive action will be taken to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.
h. The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Behaviour Policy.
i. Parents and careers have the right to access curriculum materials upon request through the school.

8. Safeguarding and confidentiality

a. All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.
b. To meet DfE best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.
c. When teaching issues that are particularly sensitive for pupils of all ages, e.g. self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to pupils. Teaching of these subjects will always prioritise preventing self-harm or suicide as a central

goal.

d. Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their pupils as much as is possible.
e. Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately.
f. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

9. Staff training

a. Training will be provided by the RSE and health education subject leader, alongside other school leaders and selected outside agencies.
b. Training will be delivered to the relevant members of staff on a regular basis to ensure they are up-to-date with the RSE and health education curriculum.
c. Training materials will be based on the DfE RSE CPD units.
d. Training will be focused on both subject knowledge and pedagogical theory relating to methods of delivery e.g., distancing techniques.
e. Training will also be scheduled around any updated guidance on the curriculum and any new developments, which may need to be addressed in relation to the curriculum.
f. Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment.