


Dronfield Henry Fanshawe School 	Relationships and Sex Education Policy	Author:	SMO/NHE/ LWA
		Committee:	Statutory
		Review Cycle:	Every two years
		Date issued:	
		Initial Date Adopted:	
		Latest Date Adopted:	
		Minute No:	
		Review Date:	

DHFS vision statement

Success with Care

Dronfield Henry Fanshawe School strives to provide a high-quality educational experience for all students, through an enriching curriculum that enables them to acquire a deep knowledge of the world in which they live, so that they can develop a love for learning and can thrive personally, economically and academically, in life. The school aims to engage and inspire the students of today, from Y7-Y13, to grow and develop into rounded citizens that become positive, caring and successful members of society and are equipped to become the leaders of tomorrow. We aim to provide outstanding teaching which results in students being equipped with the skills, knowledge and attributes they require to live a happy, successful and productive life.

Context

At Dronfield Henry Fanshawe School we want students to:

- Be motivated and enjoy learning
- Develop a range of skills to equip them for a successful adult life, such as independence and ambition
- Be confident, responsible, happy and feel safe
- Be friendly, respectful, caring and polite
- Experience success every day

In a school:

- That fosters individual talents and abilities in every child
- That has high expectations for itself, its staff and students
- That celebrates success and achievement in all its forms
- That values the role parents and carers play
- That is continually striving to improve

Ownership

This Relationships and Sex Education Policy has been created alongside the ongoing contributions of students, teachers, support staff, governors, parents/carers, PSHE Association guidance and the Department for Education statutory policy.

It has been created as a result of evidence based information, local and national data, safeguarding trends and the new Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance published by the Department of Education (July 2025).

Definition, aims and rationale

This policy covers our school's approach to PSHE education and covers the following areas: definitions, aims and rationale; roles and responsibilities; timetabling; curriculum design; teaching, learning, assessment and safe learning environment; responding to questions and managing disclosures; equal opportunities; engaging with parents and carers; right to withdraw from sex education; monitoring, evaluation and review; linked policies and laws.

The DfE's statutory requirements mean schools must teach 'Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships.' The full guidance can be found here:

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf

At DHFS we define 'Relationships and Sex Education' as content which helps students develop healthy, nurturing relationships of all kinds. It will enable them to know what a healthy relationship looks like and will help them explore what is acceptable and unacceptable behaviour in relationships. Relationships education also supports students, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. Students will gain an understanding of human sexuality and will be taught the facts and the law about different types of relationships, sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.

We define 'Sex Education' as content which fosters students' understanding of sex in an age-appropriate way. It teaches the facts and the law about sex, in an inclusive and sensitive way.

Sex education is inextricably linked with relationships education. As a result, elements of Sex Education will inevitably be acknowledged and mentioned throughout the curriculum. At DHFS, the dedicated Sex Education lessons are ones where the main focus of the lesson is on sex, rather than relationships or health.

At DHFS we believe that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are likely to be more discerning in their relationships and sexual behaviours and more likely to have fulfilling relationships.

We believe RSE is important for our students and school because young people are growing up in an increasingly complex world. In this environment, young people need to know how to be safe and healthy so that they can lead a fulfilling life.

The intended outcomes of our curriculum are:

- To explain the legal status of different types of relationship and explain how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.
- To analyse a range of conflict resolution strategies and describe appropriate strategies for different contexts.
- To assess unhealthy/negative relationship behaviours and confidently demonstrate how to challenge them.
- To evaluate features of successful parenthood and the options available if someone becomes pregnant.
- To assess how to sensitively, safely and appropriately respond to increasingly nuanced scenarios in relation to unhealthy/negative relationship behaviours, including bullying, abuse, discrimination, violence and online encounters.
- To justify their own views and values on moral issues using mature argument backed up by evidence, demonstrating discernment when assessing others' arguments (both in person and online).
- To evaluate and effectively demonstrate a range strategies to manage peer influence and pressure.
- To assess, manage and challenge influences on relationship expectations.
- To explain how to recognise, ask for, give, not give and withdraw consent.

- To evaluate strategies to manage changing relationships, loss and bereavement, demonstrate how to support others and evaluate sources of support
- To critically assess the importance of equality in a diverse community and demonstrate ways to promote this.
- To evaluate the effectiveness and appropriateness of different sources of advice and support for relationships, sexual health, and pregnancy.

Roles and responsibilities

Our RSE curriculum is led by the Curriculum Leader for PSHE who is supported by the Assistant Curriculum Leader for PSHE. There are close working links with the Assistant Headteacher who is responsible for Personal Development and Wider Curriculum.

RSE is embedded within our PSHE curriculum. PSHE is taught by members of teaching staff from across the school. Teachers responsible for teaching PSHE receive training through designated PL (professional learning) time throughout the year. This is sometimes delivered in-house and other times delivered by external agencies who the Curriculum Leader has a working relationship with. We use external contributors when a PL need has been identified within the staff body which is best met by external specialism in a particular area. When using external speakers to deliver aspects of our PSHE programme, we follow the procedures set out in the External Contributors Policy & Guidance. We ensure that the Curriculum Leader has met with them in advance, be that in person or online and created the aims in collaboration so that there is a clear understanding of what will be communicated; with resources and planning sent in advance. We monitor and evaluate our choice of visitors by conducting staff voice, as well as through our regular RA (reflection activity) programme. Any PL that staff undertake is embedded into the PSHE curriculum by giving staff time to reflect on their practice. Any approaches which are agreed upon as a common approach are embedded into resources, to support staff in implementing the curriculum.

Timetabling

Timetabled lessons are the most effective way to deliver PSHE education, to ensure progression through a spiral curriculum. As such, this is the model we adopt at DHFS. The RSE curriculum is integrated within our wider PSHE curriculum. RSE features as one of our Big Ideas which students study every year.

We allocate PSHE:

- 2 hours per fortnight in KS3
- 1 hour per fortnight in KS4
- 2 hours per fortnight in KS5

These timetabled lessons are overseen by the PSHE Curriculum Leader and delivered by a range of different teachers with different specialisms.

Aspects of RSE are also covered in assemblies, other subject areas, the personal development curriculum, the mentor programme and through individualised pastoral support.

Curriculum design

Our RSE curriculum is an integral part of our whole school PSHE education provision and will cover a range of topics across each key stage.

During Key Stage 3, students will explore themes relating to boundaries, respect, friendships, healthy relationships, sexting, sexual consent and contraception.

During Key Stage 4, students will explore themes relating to types of relationships, porn, values, online relationships, harassment, sexual images, readiness for sex, miscarriage, contraception, family planning and gangs.

During Key Stage 5, students will explore themes relating to friendships, sexual health, family planning and infertility.

We ensure the curriculum is broad and balanced by utilising our six Big Ideas:

- Relationships and Sex Education
- Health and Wellbeing
- Rights, Responsibilities and British Values
- Staying Safe
- Celebrating Difference, Diversity, and Equality
- Life Beyond School

These Ideas ensure that we cover the full scope of PSHE, giving a fair amount of time to each Idea. We spiralise our Big Ideas throughout the curriculum so that students build on their knowledge, skills and attitudes as they return to Big Ideas in each key stage.

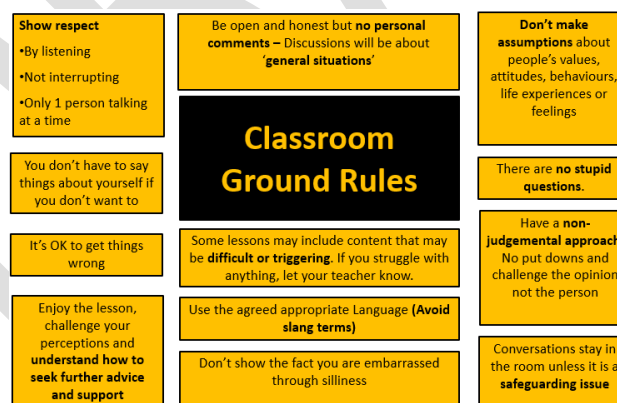
Our curriculum is age-appropriate, with carefully chosen topics that are in line with student voice, parent / carer voice, new statutory content, and regular feedback from our safeguarding team.

The PSHE department also communicates with parents / carers at the start of each academic year explaining the intended curriculum for each year group and invites parents / carers to ask any questions that they may have to the Curriculum Leader.

RSE is assessed as part of our wider PSHE curriculum. More information about this can be found in the PSHE Policy and Guidance: <https://dhfs.uk/wp-content/uploads/policies/pshe-policy--guidance.pdf>

Teaching, learning, assessment and safe learning environments

RSE covers topics which are close to students' real-life experiences, it is therefore essential to establish a safe learning environment, where students are not put at risk of emotional harm. PSHE is conducted in a safe learning environment through the use of ground rules and distancing techniques. The "Classroom Ground Rules", which remain consistent across all year groups, whilst studying PSHE / RSE can be seen below:



More information about teaching, learning, assessment and how we establish a safe learning environment can be found in the PSHE Policy and Guidance: <https://dhfs.uk/wp-content/uploads/policies/pshe-policy--guidance.pdf>

The DoFE guiding principles for PSHE and RSE are below. These values underpin our current curriculum:

- a) Engagement with pupils:
 - a. Frequent student voice surveys for both PSHE lessons and PSHE Days
 - b. PSHE Ideas inbox which allows students to email feedback or suggestions straight to the CL and ACL

- b) Engagement and transparency with parents:
 - a. Contact about curriculum content in September
 - b. Advanced notice of upcoming sensitive curriculum content
 - c. Clear curriculum, literacy, wider reading, and policy and guidance information on the website
 - d. Consultation about significant changes
 - e. PSHE Parental forum where appropriate
 - f. Guidance for supporting PSHE learning from home
- c) Positivity:
 - a. Positive learning environments in classrooms
 - b. Lesson resources that are made to support and nurture
 - c. Positive safeguarding culture
 - d. Role modelling
- d) Careful sequencing:
 - a. Lessons are spirals to follow Big Ideas
 - b. Students are introduced to key content at age-appropriate times, as informed by national guidance and safeguarding information
- e) Relevant and responsive:
 - a. Student voice used to inform and to help shape PSHE lessons
 - b. Additional student voice used to inform and to help shape PSHE Days for KS4
 - c. PSHE Ideas inbox
 - d. Frequent opportunities for students to feedback on their learning and help improve it
- f) Skilled delivery of participative education:
 - a. Lessons constructed to include wealth and depth of information necessary
 - b. Teaching staff trained in specific areas like managing difficult conversations and distancing techniques
- g) Whole school approach:
 - a. PSHE is taught by members of staff from across the teaching body
 - b. PSHE Days taught by a range of teaching staff
 - c. PSHE supported by SLT

The DHFS PSHE curriculum is created to meet the needs of all students and to ensure that they become well rounded citizens of the world. These principles support the creation and continuation of PSHE lessons. For more information please see RSE DofE Guidance:

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf

Concurrently, Derbyshire County Council met with a group of young people (March 2024) who together developed the ENDORSED principles for what good RSE looks like. At DHFS, these principles drive our curriculum and classroom practice:

E	Embedded across the whole school - RSE should be taught by a team of specialist trained teachers and regularly timetabled for every year group, and expanded through assemblies, pastoral care, the wider curriculum and expert visitors. Staff, parents, local health professionals/ data and us as the student audience must be involved in developing the curriculum and provision.
N	Needs-led - RSE must include our voice and opinions on RSE so that teaching can be made relevant to our diverse life experiences and adjusted as our needs change. Lessons should include specific considerations for any additional needs (including SEND and lived experience).
D	Diverse and inclusive - RSE needs to embrace diversity, champion gender and LGBT+ equality, and counter discrimination, ensuring a supportive and inclusive RSE experience for all.
O	Open and honest - RSE should always offer a balanced perspective on human relationships and sexuality, supported by medically and legally sound information. Transparent communication with parents and carers about what is taught could help us to have open conversations at home.
R	Relevant and realistic - RSE needs to explore real-life issues in an age and stage appropriate way, with a focus on positive, safe, consensual, and ethical relationships. There can be a difference between the 'correct' answer teachers want us to give and the 'real' answer that is our experience- we want a space to explore this properly.
S	Safe and comfortable - RSE lessons need to be a space with clear group agreements and thoughtfully facilitated discussions, especially when there are a range of different viewpoints. Lessons need to be sensitive and trauma informed when covering more difficult topics such as abusive relationships or sexual assault.
E	Engaging and enjoyable - RSE lessons should include a range of fun and creative teaching methods, grounded in evidence of what works. We don't just want to watch a video, or listen to a teacher talk through a powerpoint, we need more opportunities for our voices and opinions to be heard.
D	Develop our best selves - RSE needs to enhance our knowledge and understanding, help us reflect on and define our attitudes and values, improve our relationship and communication skills, and enable us to seek wider support when necessary.

Responding to questions and managing disclosures

Teachers will always attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary, refer to the PSHE Curriculum Leader for advice and support.

Teachers will also follow the following guidance:

- if a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later, on an individual basis.
- if a question is too personal the teacher should remind the students of the ground rules.
- teachers will set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way encourages positive participation.
- pause discussions if the answer is not known by the teacher, to seek guidance from additional research or the PSHE Curriculum Leader. This can be readdressed with the student(s) later.

Due to the nature of PSHE education, students' learning may result in them making a safeguarding disclosure. If a student makes a disclosure, we will always follow the whole school safeguarding procedure. In PSHE, conversations should stay in the room unless there is a safeguarding concern. Both staff and students are clear on this as it is one of our ground rules. This policy is informed by the school's safeguarding/child protection policy: <https://dhfs.uk/wp-content/uploads/policies/child-protection--safeguarding-2025-26.pdf>

Equal Opportunities

The school's programme of study for PSHE is designed to ensure that all children have full and equal access.

Children may have varying needs, regarding PSHE, depending on their circumstances and background. The school strongly believes that all students should have access to PSHE that is relevant to their needs. Teaching considers the age, ability, sex, readiness, personal circumstances, SEND and cultural backgrounds of children to ensure that all can fully access PSHE education provision.

Gender specific

The needs of all genders: We will consider the needs of any gender and consider approaches that will actively engage them. We shall also be proactive in combating sexism, sexual bullying, gender stereotyping and misgendering. This also includes addressing any examples of misogynistic or misandrist behaviours displayed by our students in an individualised and appropriate manner.

Ethnic and cultural diversity: Different ethnic and cultural groups may have different attitudes to RSE. The school will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds: We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality: Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We actively tackle HBT (homophobic, biphobic, and transphobic) bullying.

Learners with SEND: We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that may impact the manner in which they are able to engage with some of the RSE content.

Our approach to students with SEND will be a personalised approach. In most cases this will mean adaptations for the class teacher to suit the needs of all students. The PSHE department, led by the Curriculum leader, will continue to work collaboratively with the SENDCo to ensure that all students are able to access and engage with the PSHE and RSE curriculum in a manner that is appropriate for each individual student. Alongside this, all teachers of PSHE and RSE apply the strategies as outlined in the DHFS SEND Toolkit .

Persistent Absentees or students who are unable to attend school: We understand that for a variety of reasons, a number of our students may be unable to attend PSHE lessons (for reasons such as a personalised or part time timetable) or school at all (for medical reasons). Consequently, The PSHE department, led by the Curriculum Leader, works alongside the SENDCo and the Alternative Provision Lead to ensure that appropriate work is sent to these students ensuring that they are able to keep up with their peers.

Engaging parents/carers and other stakeholders

RSE is strongest when there is communication and collaboration between school and home. This policy is available to parents and carers via our website. We also communicate with parents and carers annually by electronic letter, where we send information about the upcoming curriculum for their child for that year. This enables parents and carers to know when the RSE Big Idea is coming up within the year as well as the specific topics that will be covered.

In addition to this, we also have PSHE items on agendas at parent/carer forum events. During these events, parents / carers are invited into school to discuss new or relevant topics to do with RSE or PSHE in order for the PSHE leadership to obtain detailed parent / carer voice which is then used to inform any curriculum and policy changes. Where policies are changed, parent/carer consultation occurs via survey which is sent via e-mail. If a parent/carer has questions about our RSE provision, they should contact the Curriculum Leader for PSHE.

Furthermore, the PSHE and RSE curriculum outlines and any relevant policies are published on the DHFS website (<https://dhfs.uk/pshe-education/> and <https://dhfs.uk/school-policies/>) for parents / carers and students to view at any time. To learn more about how students are involved in the curriculum design, see our PSHE Policy and Guidance.

Governors are informed of the RSE policy and curriculum through annual meetings with the Curriculum Leader for PSHE, as well as other communication during the year.

Right to withdraw from Sex Education

Parents and carers have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory RSE. There is no right to withdraw from Relationships Education or Health Education. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum science or where RSE issues arise incidentally in other subject areas. This applies to students in Key Stage 3, 4 and 5.

At DHFS, the dedicated Sex Education lessons are ones where the main focus of the lesson is on sex, rather than relationships or health. Parents/carers have the right to withdraw their child from these, however, there is no right to withdraw from Relationships or Health education. This means that students need to study the RSE Big Idea topic, but they can be withdrawn from the dedicated Sex Education lessons within this topic.

Should parents/carers wish to request that their child be withdrawn, a request needs to be made in writing to the Headteacher. The Headteacher will liaise with the Curriculum Leader for PSHE, and contact will be made with parents/carers to discuss the request. This discussion will involve information about our curriculum, our rationale and how it is delivered. It will also include information about the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

The Headteacher can grant the request to withdraw up to and until three terms before the child turns 16. After that point, if the child wishes to receive Sex Education, rather than be withdrawn, they can choose to stay in all lessons.

If a student is withdrawn, they will complete alternative PSHE work relating to RSE.

For more information, please see page 6 of :

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf

Requests to view curriculum materials

Parents and carers have the right to request access to curriculum materials related to PSHE, including RSE. Requests should be directed to the CL or ACL for PSHE, specifying the relevant Big Idea topic or content they wish to review. The CL and/or ACL will respond to the request by either providing the requested materials or arranging a follow-up conversation to discuss any questions or concerns, depending on the nature of the enquiry. If parents or carers wish to raise issues or concerns following this response, they are encouraged to discuss further with the CL or contact the Headteacher to discuss the matter further.

Monitoring, evaluation and review

The RSE curriculum is regularly evaluated by the PSHE Curriculum Leader and the Assistant Curriculum Leader. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis and is used in conjunction with whole staff and parent/carer feedback. Quality assurance occurs in line with whole school policy and supports the continual monitor, evaluation and review process. It mirrors the quality assurance which is seen in other faculties.

This monitoring and evaluation will be supervised and supported by the Assistant Headteacher responsible for Personal Development and Wider Curriculum.

This RSE policy will be reviewed every two years as part of the policy review schedule in addition to any further changes made as necessary (for example should new or further statutory requirements be published by the Department of Education or guidance from the PSHE Association). This review will then be approved by Governors before being sent electronically to all parents / carers of DHFS students.

Linked Policies

- Anti-bullying Policy and Procedures
- Assessment Recording and Reporting Policy
- Behaviour and Discipline Policy
- Careers Strategy Policy
- Child Protection and Safeguarding Policy
- Communications Policy
- Drugs and Substance Abuse Policy
- Equalities Policy and Objectives
- E-Safety Policy
- External Contributors Policy & Guidance
- Feedback and Improvement Policy
- IAG Whole School Policy
- Personal, Social, Health and Economic Education Policy and Guidance
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers (July 2025)
- Supporting Students with Medical Needs Policy
- Sex and Relationship Education Policy and Guidance

Linked Laws

- Human Rights Act 1988
- Equality Act 2010
- Education Act 1996
- Education Act 2002 Section 80A
- Education Act 2011