

Dronfield Henry Fanshawe School 	Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) Policy and Guidance	Author:	NHE/ LWA
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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. Our approach to Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) fully aligns with this vision and the values of our school.

We aim 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 updated 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).

Definitions, aims and rationale

This policy covers our school's approach to PSHE and RSE 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. RSE is only one aspect of PSHE at DHFS; for further information, please see the section on 'Curriculum Design'.

The DfE's statutory requirements mean schools must teach children and young people '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](#).

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.

PSHE (Personal, Social, Health and Economic education) equips students with the knowledge, skills and attributes needed to manage their health, wellbeing, relationships and future aspirations safely and successfully. It provides age-appropriate learning that prepares young people for life in modern Britain, including personal development, economic wellbeing, careers, citizenship and staying safe both online and offline. 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. These lessons have been identified and are clearly signposted for staff and to parents and carers via our PSHE curriculum letters.

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 safe, fulfilling, relationships.

We believe PSHE and RSE are 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 explore 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 or potentially becoming a parent.

- 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 **discuss** 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 of 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 PSHE and RSE curriculum areas is led by the Curriculum Leader (CL) for PSHE who is supported by the Assistant Curriculum Leader (ACL) for PSHE. There are close working links with the Assistant Headteacher who is responsible for Personal Development and Wider Curriculum, as well as the school Safeguarding lead. 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, at times, delivered by external agencies who the Curriculum Leader has a working relationship with, such as Derbyshire County Council and the police. 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. 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.

When using external speakers to deliver aspects of our PSHE curriculum, 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. We utilise the expertise of providers such as:

- Prevent – Public Health, Derbyshire County Council
- Public Health Nurses
- North East Derbyshire Youth Engagement Team – Derbyshire Constabulary

If these providers offer additional reading or resources for parents and carers following their sessions in school, these can be shared with the relevant groups.

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 all year groups study every year.

We allocate PSHE lessons:

- 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 PSHE, including RSE are also covered in assemblies, other subject areas, the Personal Development curriculum, the mentor programme, and through individualised pastoral support.

For Year 10 and Year 11 students, we also use PSHE Days, during which students take part in PSHE lessons throughout an entire day. These days enable us to cover additional, important PSHE content. PSHE Days are delivered by a range of teaching staff with different areas of expertise and include external speakers sharing their expertise. They are coordinated by the Curriculum Leader. Parents and carers will receive information about the content of each PSHE Day in advance.

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. 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 across their PSHE education. An overview of the full PSHE curriculum for years 7-13 can be found on the school website [here](#).

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

The aim of our PSHE education curriculum is for students to develop the following knowledge, skills and attributes in relation to each of these Big Ideas:

Knowledge and understanding

- To understand key ideas
- To understand influencing factors
- To identify similarities and differences

Skills and strategies

- To recognise and respond to signs
- To develop ways of managing situations
- To develop their decision-making skills
- To be able to access advice and support

Attributes and attitudes

- To justify their own views and values
- To reflect on their personal strengths and areas for development
- To be able to critically evaluate

Occasionally, data from DHFS, local priorities, national trends, or stakeholder feedback may lead to minor adjustments being made to the curriculum beyond what is outlined below. However, PSHE will always remain fully compliant with statutory requirements, and any additions or amendments will complement, rather than replace or detract from, the required content.

During **Key Stage 3**, students will explore the following themes:

- **Health and Wellbeing** (focus on developing a sense of self, developing inter-personal skills, understanding puberty, body image, media and technology, and loss/grief)

- **Relationships and Sex Education** (focus on boundaries, respect, friendships, healthy relationships, sexting, sexual consent, and contraception)
- **Life Beyond School** (focus on problem solving, volunteering, budgeting, and workplace skills)
- **Celebrating Difference and Diversity** (focus on prejudice and discrimination, protected characteristics, and inter-personal skills)
- **Staying Safe** (focus on online safety, AI, risks, and effects of drugs and gangs)
- **Rights, Responsibilities and British values** (focus on politics, extremism, and human rights)

During **Key Stage 4**, students will explore the following themes:

- **Health and Wellbeing** (focus on maintaining good mental health, resilience, healthy vs unhealthy coping strategies, body image, gambling, and substance use)
- **Relationships and Sex Education** (focus on types of relationships, pornography, values, online relationships, harassment, sexual images, readiness for sex, miscarriage, contraception, family planning, and gangs)
- **Life Beyond School** (focus on workplace discrimination, careers, finances, interviews, online reputations, and online extremism)
- **Rights, Responsibilities and British values** (focus on taxes, politics, and human rights)

During **Key Stage 5**, students will explore the following themes:

- **Health and Wellbeing** (focus on menopause, staying healthy, and bereavement)
- **Relationships and Sex Education** (focus on friendships, sexual health, family planning, and infertility)
- **Life Beyond School** (focus on worldviews, values, career pathways, problem solving, and money management)
- **Staying Safe** (focus on substances, identity, and knife crime)
- **Rights, Responsibilities and British Values** (focus on politics, extremism, and race)
- **Celebrating Difference and Diversity** (focus on social justice)

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. **PSHE and RSE** are assessed as part of our PSHE curriculum.

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

If parents and carers have questions about **PSHE or RSE**, require support, or have concerns about their child in relation to sex and/or relationships (e.g. periods, sexual health, unhealthy relationships, or concerns about exposure to pornography or misogynistic online content), they can also:

- Contact the pastoral team
- Contact the school's Family Support Worker
- Contact the school safeguarding team

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. At DHFS, **safe learning environments are established for PSHE and RSE** through the use of ground rules and distancing techniques.

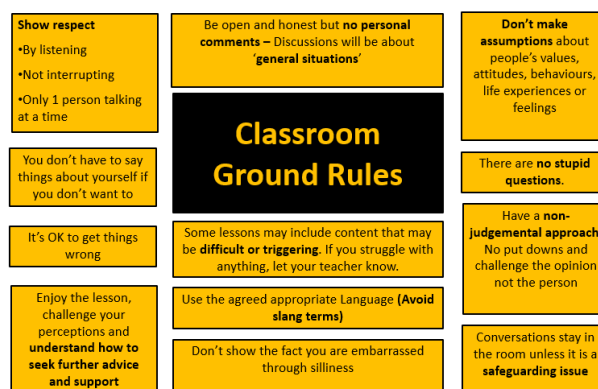
Distancing learning is where students are supported to consider a topic in a removed way, rather than in a personal way which is related to themselves. They may have had or be having a similar

experience, but distancing means they can experience it objectively. This can help them tap into the learning, implicitly or explicitly – for example, by considering how to help someone else in a particular situation they might then think of using those methods for themselves, or they may reframe a situation they are struggling with by thinking of it in objective terms. We use distancing techniques to depersonalise the situations under discussion. Being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows students to explore their feelings about issues safely, because they are not speaking or acting as themselves. Distancing also helps students learn and then reflect on how it applies to their own lives. Teachers can also be less anxious about the possibility of upsetting students, unintended disclosures or inappropriate comments. The following are examples of **distancing questions, based on a character from a scenario, which could** be used:

- What is happening to them?
- Why might this be happening?
- How are they feeling?
- What are they thinking?
- What do other people think of them?
- Who could help them?
- What would you tell them to do if they asked for help?
- What could you say or do to persuade them to act differently?

Additionally, PSHE is taught through a range of other teaching methods, including discussions, written work, research, reflection time and reading. Our lessons develop knowledge, skills and attributes through engaging with spirals of topics, at increasing depth. This results in regular opportunities for retrieval of knowledge which helps students to retain knowledge over time. Consistency is achieved through the adoption of a whole school approach to the planning and delivery of all topics. Staff use whole-school pedagogical methods (**such as Turn and Talk**) to ensure students' full participation.

We establish “Classroom Ground Rules” with all classes (as seen here). These are unchanging throughout all key stages so that students become familiar with them. Students are reminded of them at the start of each lesson. Ground rules help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other students; whether intentional or not. They are also paramount to effectively managing discussions that might elicit strong opinions from students. Our ground rules include: be honest and open, no personal questions and use agreed terminology.



The information we provide in PSHE is kept accurate and up to date. This is done, in part, by staff reporting to the PSHE Curriculum Leader if they find an area which needs to be reviewed or strengthened. We also utilise student voice and other data sources like local safeguarding trends or areas of concern. This is then assessed and amended, as necessary, by the PSHE Curriculum Leader and Assistant Curriculum Leader. Where possible, throughout resources, sources are provided which include facts and statistics to support up-to-date information. We also utilise local and national data to inform our curriculum as well as trends spotted by safeguarding team across the school and local area. **PSHE and RSE are** taught by classroom teachers so that students are familiar with the staff members and they have a rapport with the class, to help all students feel safe and be able to engage with the learning.

It is a common misconception that if a child or young person is shocked or scared by what they are shown they will avoid the behaviour in the future. When experienced in a safe setting, shocking images become exciting, and this excitement response can block the desired learning. Equally, for anyone who has previously been affected by something similar, it can re-traumatise them or they can block the message as it is too close for comfort, which again prevents the intended learning. It also presents a scenario which is more likely to make young people think 'that won't ever happen to me' than the desired 'that could be me' response. Therefore, best practices and research demonstrate that sessions should not include graphic images of injuries, incidents, scenes e.g., a knife injury, sexually transmitted infections, images of a smokers' lung. For more information please see the links below:

- [Key principles of PSHE Education](#)
- [Retraumatising](#)
- [Shock tactics](#)
- [Shock tactics and prevent education](#)

At DHFS, resources are checked regularly to ensure that there are no images or scenes that might be shocking, harrowing or scary for the age group. We also ensure that we use a range of examples, case studies and consequences, most of which do not focus on the most dramatic or extreme outcomes. We help students make connections between their learning and 'real life' behaviours by providing opportunities for personal reflection (both written and verbal) as well as using scenarios which students spend time analysing. We promote help-seeking through the signposting of support networks, both inside and outside of school. Students affected by issues explored in PSHE and RSE lessons are supported through a range of established school systems and processes. Staff follow safeguarding procedures and draw on support from the pastoral team, SEND team, and PSHE leadership team. They also implement guidance outlined in students' Support Plans or EHCPs, where applicable, and use a dedicated PSHE process to raise and address any concerns about individual students.

The DofE guiding principles for PSHE and RSE are below in bold. These values underpin our current curriculum. Some of the methods we use to include these principles within PSHE and RSE lessons are listed below:

- 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 spiralsised 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
 - d. PSHE and RSE lessons align with the culture and school ethos we wish to cultivate at DHFS of 'Success With Care'

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 DoE Guidance [here](#).

Concurrently, Derbyshire County Council met with a group of young people (March 2024) who together developed the ENDORSED principles for what good **PSHE, including 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

Staff should balance openness with professional boundaries, ensuring students feel heard and informed, while maintaining a safe and appropriate learning environment.

Teachers will always attempt to answer children's questions and concerns. Teachers may do this by:

- Being sensitive, answering in an age, and development, appropriate manner
- Reinforcing classroom ground rules, ensuring questions are asked and answered respectfully, without judgement or embarrassment
- Being honest, using factual information within the scope of the curriculum, without sharing personal experiences or opinions

- Using distancing techniques, like hypothetical scenarios or generalised examples, to avoid singling out individuals or encouraging personal disclosures
- Challenging misconceptions, myths, or harmful attitudes, promptly and sensitively to ensure accurate understanding
- Signposting support or appropriate help within school, if necessary
- 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 question is overly personal or not appropriate for a whole-class setting, staff may:
 - Defer the question to a more suitable time
 - Offer to speak with the student individually
 - Redirect the discussion back to the learning objectives/groundrules
 - Not promise confidentiality
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way that 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, seen [here](#).

Assessment

We believe that effective assessment is an essential and integral part of all aspects of the school curriculum. We also recognise that the PSHE curriculum brings its own special requirements. It is important to recognise that assessment in PSHE education is not about 'passing or failing'. Instead, the focus is on teachers and students knowing what has been learned, and how learning and understanding has progressed.

We assess students' learning and progression in each lesson via AfL (Assessment for Learning) techniques. These may take the form of questioning, quizzes, written summaries, Turn and Talk etc. Teaching is then adapted as a result. Each lesson has clearly defined end points against which students are assessed.

Students complete written end-of-topic assessments throughout the year which enable them to show what they have learnt and consolidate knowledge. Teachers provide feedback on this work and students spend time on **Directed Improvement and Reflection Time** (DIRT).

The whole-school **Student Progress Reports (SPRs)** include AtL (Attitude to Learning) grades for PSHE.

Equal Opportunities

The school's programme of study for PSHE is designed to ensure that all children have full and equal access, in line with the Equality Act 2010 which states that it is unlawful to discriminate against individuals based on specific personal characteristics.

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 content and support

PSHE lessons are delivered in mixed gender groups to ensure that all students have access to the widest possible range of information, enabling them to make informed decisions and to support both themselves and others. 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. This will be done in a supportive and individualised and appropriate manner.

Ethnic and cultural diversity: Different groups may have different attitudes to **PSHE and 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 **PSHE and 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 **PSHE and 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

PSHE and RSE are 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 **certain** Big Ideas are come 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 PSHE or 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 (PSHE [here](#) and policies [here](#)) 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 updated about the PSHE and RSE policy and curriculum through annual meetings with the Curriculum Leader for PSHE, as well as other communication during the year. Governors are involved with overseeing:

- Approving and reviewing policy changes
- Student progress within PSHE
- Strategic oversight of the curriculum and faculty
- PSHE curriculum content and teaching materials, ensuring compliance with statutory government policy
- Promoting safeguarding and wellbeing, in alignment with the school's safeguarding policy and procedures
- Any other necessary requirements for PSHE within the school

The designated link governor:

- Liaises with PSHE curriculum leader
- Monitors provisions and practices of the faculty
- Reports findings back to the governing body

Consultation with, and involvement of, students in PSHE is crucial if teaching is to meet their needs and address the issues they face. The level of student consultation and involvement will be different depending on their age and level or maturity. Students have been involved in the creation of the PSHE curriculum through student voice which is embedded into the curriculum, via ongoing surveys and discussions. It provides students with an opportunity to reflect on their PSHE provision, comment on the impact it has and offer ideas about topics or activities which would improve their experience. The Curriculum Leader for PSHE and the Assistant Curriculum Leader for PSHE designate time each year to analysing the responses and taking actions, where appropriate, to better meet the needs of our students. The Curriculum Leader for PSHE and the Assistant Curriculum Leader for PSHE also encourage work with the Student Leadership Team (both across the school as well as within the Sixth Form).

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.

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. Parents and carers are informed about the PSHE curriculum through communication from the PSHE team at the start of the academic year, with additional updates provided ahead of key RSE topics.

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. The Curriculum Leader will meet with students in Y11 who have been withdrawn previously in order to discuss their wishes about RSE content going forwards.

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

For more information, please see page 6 of [RSE Statutory Guidance](#).

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 Curriculum Leader (CL) or Assistant Curriculum Leader (ACL) for PSHE, specifying the area they wish to have more information about. If possible, naming the relevant Big Idea topic they wish to review. The CL and/or ACL will respond to the request and/or arrange 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 PSHE, including 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 **PSHE and 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