DURLSTON

Policy 2.15

Durlston School Relationships, Sex and Health Education Policy

(Including EYFS pupils)

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Durlston School 2.15 Relationship and Sex and Health Education Policy

1. Statutory requirements

1.1 This policy covers the school's approach to RSHE. This policy is applicable to all pupils, staff and parents/carers.

1.2 This school policy will be made available via the school website and hard copies are available from the school office on request.

1.3 The school meets the requirements to teach RSHE as set out in the statutory guidance which can be found at: https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education__RSE__and_health_education__for_intro_1_September_2026_.pdf

1. Every pupil up to and including Year 6 is provided with age-appropriate relationships education (although the requirement does not apply to a pupil who is under compulsory school age);
2. Pupils in Years 7 to 11 are provided with age-appropriate relationships and sex education unless a pupil has been formally withdrawn from these lessons (see below);
3. The school has due regard to any guidance under section 80A of the Education Act 2002;
4. The school will consult parents of registered pupils before making or revising this policy;
5. The school will ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused **until** the request is withdrawn, unless or to the extent that the Head considers that the pupil should not be excused. (pupils can opt back in themselves, from three terms before they turn 16)

1.4 The school's RSHE policy will be reviewed every 12 months and will be updated in line with any statutory guidance.

1.5 This policy should be read in conjunction with the following documents:

- Safeguarding & Child Protection Policy
- Anti-Bullying Policy
- Pupil Behaviour Policy
- E-Safety Policy
- Health & Safety Policy
- Equal Opportunities Policy

2. Policy Development

2.1 This policy has been developed in ongoing consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – Head of Department (HoD) of PSHE has conducted a review using information including relevant national and local guidance
2. The HoD to make changes to the Curriculum Map which are in line with the PSHE Association recommendations.
3. Staff consultation – All staff teaching PSHE were given the opportunity to look at the policy and make recommendations

4. Successful approaches for engaging effectively with parents/stakeholders include:
    - Communicating with parents about all of PSHE/RSHE education from the moment their child starts at the school. This is more likely to lead to a positive view of the subject and an understanding of its breadth and content.
    - Policy consultation – for example, involving parents in a working group, reviewing or establishing the RSHE policy
    - Open door policy – encouraging parents to come into school to meet with their child's teacher
    - Information evenings – explaining what will be taught and sharing resources that will be used
    - Providing advice on how to talk to children about relationships and sex at home
    - Publishing our PSHE/RSHE curriculum on the school website

5. Pupil consultation – we investigated in an age-appropriate way what exactly pupils want from their RSHE
6. Termly evaluation by HoD

3. Definitions

3.1 Pre-Prep and Middle School - up to and including Year 6

The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe. (RSHE Guidance p.8)

3.2 Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

3.3 At Durlston we use a gender equality and human rights framework for Relationships Education. To cover the curriculum content in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships on and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health, wellbeing and dignity;
- build self-esteem and self-worth;
- explore and value their personal identity and the identities of others;
- explore a range of family structures, including LGBT+ families and other family structures;
- understand and make sense of the real-life issues they are experiencing in the world around them;
- manage and explore difficult feelings and emotions;
- consider how their choices affect their own wellbeing and that of others;
- develop as informed and responsible citizens;
- understand and ensure the protection of their rights throughout their lives.

3.4 Seniors - Years 7 - 11

3.5 *RSE in secondary should provide a clear progression from primary relationships education. RSE should provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds. This*

should include the knowledge they need in later life to keep themselves and others safe, and how to avoid sexually transmitted infections and unplanned pregnancies. (RSE Guidance p.12)

3.6 Sex Education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equality and human rights framework. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

3.7 To cover the curriculum content outlined in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity;
- build self-esteem and self-worth;
- explore and value their personal and sexual identity and the personal/sexual identities of others;
- understand family structures, committed relationships and the legal status of different types of long-term relationships;
- understand and make sense of the real-life issues they are experiencing in the world around them;
- manage and explore difficult feelings and emotions;
- consider how their choices affect their own wellbeing and that of others;
- develop as informed and responsible citizens;
- understand and ensure the protection of their rights throughout their lives.

3.8 We believe that high quality, comprehensive RSHE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity.

4. Subject Content

4.1 Our RSHE program is an integral part of our whole school PSHE provision. RSHE is a spiral-designed program that is used to regularly touch and gradually revisit and reintroduce topics at a deeper and more complex level for each key stage or year group, whilst rehearsing, emphasising and embedding the essential skills and attributes young people need to manage their lives.

4.2 Our curriculum is set out as per Appendix 1 but it is important to understand that the content may change as society changes. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

4.3 RSHE is usually taught within the PSHE lessons. Biological aspects of RSHE may be taught within the science curriculum.

4.4 RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Growing and changing, including puberty
- Personal hygiene
- Changing feelings
- Becoming more independent
- Consent
- Developing self-esteem and confidence

4.5 These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them.

4.6 The school will take into consideration and be sensitive to those of differing faith perspectives and ensure that the curriculum complies with the provisions for protected characteristics in the Equality Act 2010.

4.7 The curriculum is accessible to all including those with SEND and the school acknowledges that those with additional learning needs may be more vulnerable. Teaching Assistants may be deployed to support SEND students and to work alongside teaching staff to ensure the content will be made accessible to all pupils. Resources and materials will be adapted according to the pupils' learning needs. Any pupils identified as vulnerable or with a specific concern or need will receive specialist lessons where deemed appropriate. Consent from parents will be asked for.

4.8 Furthermore, with regard to LGBT, the school ensures that the needs of all its pupils are met, taking into consideration sexual orientation and gender reassignment. The delivery of the curriculum is sensitive and age appropriate and any content on LGBT is delivered as part of the curriculum rather than in isolation.

5. Monitoring arrangements

5.1 The delivery of RSHE is monitored by the Head of PSHE through:

- Pupil evaluation sheets will be distributed either in hard copy or via Google classroom to see how RSHE can be developed. Staff will also be surveyed in order to secure their views at regular intervals;
- Learning walks and drop-ins will be conducted as ongoing evaluation for PSHE/RSHE learning.
- Book/Work scrutinies
- End of term assessments where appropriate

5.2 Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Head of PSHE annually.

6. Roles and responsibilities

6.1 The Head

The Head will hold the HoD to account for its implementation. The HoD of PSHE is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests (alongside the Head) to withdraw pupils from non-statutory non-science components of RSHE (see below).

6.2 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive and non-judgemental way;
- Ensuring they follow the schools safeguarding policy;
- Modelling positive attitudes to RSHE;
- Monitoring progress;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

Staff who have concerns about teaching RSHE are encouraged to discuss this with the Head in advance.

6.3 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

7. Parents' right to withdraw

7.1 Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Any parent considering this course of action to carefully consider the course content before committing their request to the Head in writing.

7.2 Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Head.

7.3 A copy of withdrawal requests will be placed in the pupil's educational record. The Head of PSHE will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to pupils who are withdrawn from sex education. All parents will be encouraged to allow their children to be part of the sex education lessons.

Appendix 1 - Curriculum Map

Personal, Social, Health and Economic Education (including Relationships, Sex and Health Education) Curriculum Map (Long Term Overview) 2026-2027

This Curriculum Map covers the topics which relate to Relationships Education (KS1/2) and Relationships Sex and Health Education (KS3 and above), as well as the PSHE curriculum. The PSHE topics shown below are taught in the usual weekly PSHE lessons. Extra sessions, such as friendships and bullying, may be discussed during form times which are more flexible, depending on which topics form teachers and other staff feel are relevant, appropriate and topical. E-safety is included as part of this plan but will also be taught in IT lessons, other curriculum and PSHE lessons, etc. (see Safeguarding (Child Protection) Policy and E-safety Policy - including EYFS).

All topics in the Curriculum Map highlighted in **blue** are statutory RSHE topics. The topics in **black** are in the category of Economic Wellbeing and Careers.

Primary age parents' right to request withdrawal
The parental right to withdraw applies to Sex Education topics only. Though the Department for Education continues to recommend that primary schools teach Sex Education in Year 5 and/or Year 6, Sex Education is not compulsory in the primary phase. In line with the DfE's recommendations, this Curriculum Model places Sex Education topic in The Spring Term of Year 6.

Secondary Parents' right to request withdrawal
The parental right to withdraw applies to Sex Education topics only. Some units within this Curriculum Model combine elements of Relationships Education and Sex Education to create the most meaningful learning experience for students. Some aspects of Health Education also overlap with learning from Sex Education.

Year Group	Autumn Term	Spring Term	Summer Term
Year 1	**Making friends: playing and learning together** **Mental health and wellbeing**	**Celebrating me, you and our families** **Safety at home**	**Being healthy** **Showing kindness to ourselves and others**
Year 2	**Mental health and wellbeing** **Keeping safe online**	**Me, my body and staying safe** **Money and work**	**Safety outside the home** **Looking back and moving on**
Year 3	**Me, my friends and belonging** **Mental health and wellbeing**	**Building healthy habits** **Making choices online**	**Keeping safe out and about** **Looking out for each other**
Year 4	**Mental health and wellbeing** **Exploring ways to manage risk**	**Forming respectful relationships**	**Me, my body and growing up** **Families and growing together**

		Money matters and news literacy	
Year 5	**Friendships, stereotypes and bullying** **Mental health and wellbeing**	**Positively engaging with our world** **Growing and Changing** Growing up; puberty, including periods and wet dreams (from Year 4 plans - medway) **Respecting boundaries**	**Safe connections online** **Embedding healthy habits and learning first aid**
Year 6	**Mental health and wellbeing** **Managing money and online spending**	**Changes in puberty** including 'how a baby is made' **Drug education: assessing risk and managing influences**	**Developing our understanding of AI** **Looking to the future**
Year 7	**Emotional wellbeing: managing changes and transition** **Friendship and bullying**	**Families and changing relationships** **Puberty and keeping safe**	**Influences on relationships** Including healthy relationships and sexual health; consent **Financial decisions**
Year 8	**Health and wellbeing** **Personal safety and managing risk**	**Belonging and community** **The online world**	**Healthy and unhealthy relationships** including sexualised media, safer online relationships, sexual harassment and harmful sexual behaviour, sharing of nudes, consent, preventing gender based violence **Managing money**

Year 9	**Mental health and wellbeing** **Careers and future choices**	**Drug education** **Managing risk in relation to the law**	**Intimate sexual relationships** including avoiding assumptions, freedom and capacity to consent, relationship values, contraception, sexual health, managing the end of relationships **Navigating online harms**
Year 10	**Independence, health choices and wellbeing** **Navigating the online world**	**Friendship, diversity and challenging extremism** **Managing influence**	**Exploring consent and recognising abuse** including the role of intimacy and pleasure, the impact of pornography, pressure, persuasion and coercion, relationship rights and reporting abuse **Study, work and careers** **Work experience** Preparation for and evaluation of work experience and readiness for work
Year 11	**Lifelong wellbeing** **Drugs and personal safety**	**Safe relationships and sexual health** Including healthy and unhealthy relationships, power and control, setting boundaries and getting help, relationship behaviours, choices to sex and contraception, sexual health **Families, fertility and pregnancy**	**Managing and maintaining health**

Appendix 2 - Withdrawal from Sex Education

Google form to request withdrawal form Sex Education

https://docs.google.com/forms/d/e/1FAIpQLSeNO9NFk31RLBKRRN05POrvf9t2UIDDtOysyrvkMbD9_0uIRg/viewform?usp=publish-editor