Public

GREENWOOD ACADEMIES TRUST

DANESHOLME ACADEMIES

TWO SCHOOLS, ONE COMMUNITY

Kindness, Respect, Achievement

Relationships and Sex Education Policy

REVIEW PROCESS	
REVIEWED	01/09/2025
NEXT REVIEW	01/09/2027
OWNER	Executive Principal

Public

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1. Values and Ethos

This policy covers the Danesholme Academes approach of how we plan to support our children's development and understanding around relationships and physical development. The policy is developed in line with the expectations of the DfE Statutory Guidance for RSE (2019).

The Greenwood Academies Trust require each academy to have in place a policy for RSE.

We define 'relationships and sex education' as a curriculum which will help our children grow in confidence and understanding relating to how they as individuals will develop, grow and mature into responsible individuals.

- We believe relationships and sex education is important for our academies because it will help our children to value positive relationships and to have the confidence and strength of character to identify and lead a healthy lifestyle.
- We view the partnership of home and academy as vital in providing the context of open discussion, honesty and support.

The intended outcomes of the programmes of study are that pupils will:

- Know and understand, how as individuals our bodies change as we get older.
- Understand they have the right to be safe.
- Understand they have a responsibility to be a responsible, valued member of the academy.
- Develop the skills needed to lead a healthy lifestyle.
- Develop the attributes of positive relationships.

2. Aims

The aims of relationships and sex education (RSE) are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support the academy ethos of nurturing a caring community

3. Statutory Requirements & Legislation

The Danesholme Academes follows the revised Department for Education statutory guidance that states from September 2020 all primary and secondary schools must deliver relationships education. In implementation of the RSE curriculum the requirements and scope from the DfE are:

Relationships Education	**Relationships and Sex Education**	**Health Education**
All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All schools providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.
		The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. Independent schools, however, may find the principles in the guidance on Health Education helpful in planning an age-appropriate curriculum.
The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges[7], although we would encourage them to support students by offering these subjects. These settings may find the principles helpful, especially in supporting pupils in the transition to FE.		

Policies for mandatory subjects		***Policy for non-mandatory subjects***
For primary education[9]	**For secondary education**	**For primary schools that may choose to teach sex education**
Define Relationships Education	Define Relationships and Sex Education	Define any sex education they choose to teach other than that covered in the science curriculum.
Set out the subject content, how it is taught and who is responsible for teaching it.		
Describe how the subject is monitored and evaluated.		
Include information to clarify why parents *do not* have a right to withdraw their child.	Include information about a parent's right to request that their child be excused from sex education within RSE only.	Include information about a parent's right to request that their child be excused.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Locally Agreed RE Syllabus in line with SACRE Guidelines
- Supplementary Guidance SRE for the 21st Century
- Keeping Children Safe in Education – Statutory safeguarding guidance

As an academy we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. The Greenwood Academies Trust will assure that academies teach RSE as set out in this policy.

Policy Development and Consultation

This policy has been developed by the Executive Principal and PSHE subject leader using:

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance;
- Greenwood Academies Trust guidance;
- PSHE Association resources.

The policy has been consulted upon with:

- academy staff;
- parents and carers;
- pupils through pupil voice activities.

The policy was approved by the Executive Principal on 1st September 2026.

The policy will be reviewed every two years or sooner if national guidance changes.

Future reviews will include opportunities for consultation with stakeholders.

4. Definition

RSE teaches children and young people how to be safe and healthy. It teaches them how to manage their academic, personal and social lives in a positive way. RSE involves a combination of sharing information, exploring issues and values. RSE is not about the promotion of sexual activity or lifestyles.

Relationships Education: the focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. 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 (for example: looked after children or young carers**).**

Health Education: the focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Sex Education: the focus is on teaching children the facts about puberty (preparing boys and girls for the changes that adolescence brings) and reproduction (how a baby is conceived and born). Parents have the right to withdraw a pupil from sex education lessons up to three months before the 16th birthday of the pupil when the child can choose to opt in.

5. Curriculum Design

The curriculum for RSE is set out by Danesholme Academes in line with this policy. Parents will be kept informed as per DfE expectations.

Our curriculum will take 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 inappropriately.

The RSE programme is an integral part of whole school PSHE provision and will cover:

Health and Well Being, Relationships and Living in the Wider World. It:

- is inclusive of equality and diversity and academies will demonstrate this by ensuring the curriculum enables all pupils to engage with it providing pupils with knowledge and awareness from a broad spectrum of society as a whole.

- will meet the needs, or be adapted for, those children with protected characteristics through teaching which respects and acknowledges all pupils.
- supports the demographic of the locality with staff and leaders being acutely aware of common issues and needs of our pupils.
- fosters gender equality and LGBT + equality by respecting the views and feelings of all and promoting an understanding of equality through openness and respect.
- will be planned and delivered through both direct teaching time each week and also across the curriculum with the core values being modelled and embedded through daily routines. The curriculum acknowledges the range of ages and takes into account content when considering the age of the pupils it will be shared with.
- will be taught through a range of teaching methods and interactive activities.
- will ensure that learning about relationships and sex education will link to/complement learning in science and SMSC.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and that of SMSC.

7. Roles and Responsibilities

The Trust

The Greenwood Academies Trust has a set of activities that will monitor the quality and effectiveness of the RSE policy and curriculum in each academy. The Curriculum Assurance Board will be key to the monitoring of this policy and will develop additional support or guidance to academies if required.

The Academy

The Executive Principal is responsible for ensuring that RSE is taught consistently across the Danesholme Academes, and for managing requests to withdraw pupils from non statutory/non-science components of Sex Education.

The Executive Principal is responsible for ensuring policy and practice are adhered to and that all information is made accessible to all parents and carers.

- The nominated person for PSHE is responsible for development of the curriculum and monitoring of the curriculum across the academy.
- It will be taught by teachers in each year group.
- Teachers will receive RSE training as appropriate. The Executive Principal should also ensure that there has been consultation with the academy community and parents/carers on the policy and curriculum for RSE in line with the guidance from the DfE. We will ensure this also published in the Curriculum section the academy website.

Parental Engagement in RSHE

At Danesholme Academies, we recognise the important role parents and carers play in supporting their child's Relationships, Sex and Health Education (RSHE). To ensure families are fully informed about the curriculum, we deliver an annual RSHE Parent Workshop during the Summer 1 term.

During the workshop, parents and carers have the opportunity to view the resources and materials used within our **1decision** programme, gain an understanding of the topics taught across each year group and learn how the curriculum is delivered in an age-appropriate and sensitive manner. Details of the workshop are shared with families through our **ClassDojo** communication platform.

We value parental feedback and encourage attendees to ask questions, share their views and engage in discussions about the curriculum. If you are unable to attend the workshop, or you have a sensitive question, we warmly welcome any questions or comments via the school office, and members of staff will be happy to provide further information and support via email. Equally, we warmly welcome face to face meetings.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE 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 Sex Education.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Executive Principal. All class teachers are responsible for teaching RSE. The trust would expect the Executive Principal to honour appropriate requests for withdrawal (request form can be found in Appendix 3) and meet with parents to discuss these in line with the DfE guidance as summarised in

Appendix 4.

Where a pupil has been withdrawn from sex education, teachers will respond to questions with sensitivity and in an age-appropriate manner. Responses will provide factual information whilst respecting parental wishes and the school's agreed curriculum

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity following our Daanesholme KRR Values.

Additional Information

For pupils with SEND, learning will be adapted through the use of visual supports, pre-teaching, overlearning, adapted language, alternative communication systems and additional adult support where appropriate. Leaders will monitor understanding through pupil discussion, observation and assessment activities to ensure key learning has been understood.

8. Safeguarding

Academies must consider how safeguarding and confidentiality protocols support safe and effective RSE practice.

- Teachers should be aware of the academy confidentiality policy.
- Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.
- Teachers will consult with the designated safeguarding lead who will follow academy policy for safeguarding.
- Visitors/external agencies which support the delivery of RSE will be required to adhere to academy safeguarding policies, confidentiality and the RSE policy.

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. See Appendix 2 for DfE guidance on this issue.

Parents cannot withdraw their child from:

- Relationships Education;
- Health Education;
- any National Curriculum Science content, including learning relating to puberty, reproduction and human development.

Our academy curriculum plans make clear which aspects are 'Relationships Education' and which are 'Health Education' to support parents in decisions over withdrawal.

There is *only* one 'One Decision' unit that counts as **non-statutory sex education and this is Year 6 – Conception / Sex Education animation & topic guide**.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Executive Principal. Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are to be trained on the delivery of RSE. The Executive Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring Arrangements

The delivery of RSE is monitored in academies by senior leaders through:

- ✓ Planning scrutinies. lesson visits, children and staff surveys
- ✓ Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

The implementation of this policy is monitored by the Trust through:

- ✓ Assurance activities to ensure statutory arrangements are in place in each academy
- ✓ Assurance activities to ensure the academy policies are being implemented and the RSE curriculum in each academy is of sufficient quality
- ✓ The GAT RSE policy will be reviewed by the Curriculum Assurance Board annually and the Board will lead the development of any amendments to policy

12. Assessment

There are many reasons why it is important that learning in PSHE education is assessed, including:

- Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
  Assessment allows the leadership team, parents, governors and school inspectors to see PSHE education's impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values.
- Without assessment, all a school can do is describe its PSHE provision, not show its impact.
- The DfE also states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" — therefore assessment for and of learning should be central to any PSHE education provision.

At Danesholme Academes:

Assessment in RSE will take the approach where adults will allow time for pupils to reflect and ask questions to qualify their thinking. These discussions will support teachers into how follow up lessons will be planned in order to meet the needs of the children.

- Pupils will have opportunities to review and reflect on their learning through; discussion, written work and artwork.
- Pupil voice will be influential in adapting and amending planned learning activities by adults providing time for pupils to discuss and share their thoughts and feelings and adults responding to pupil needs through follow up work either whole class, small group or 1:1.
- Parents will be informed of pupil understanding via parent consultations and written reports.

13. References and Sources

The following have been referenced during the development of this policy:

- The PSHE Association for the POS and Overview Documents
- Department for Education guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Equalities Act 2010
- Our PSHE & RSE Long term plan & progression and sequencing documents can be viewed here: Danesholme Academes - PSHE & RSE

Appendix 1: Parent Form to request withdrawal

The is *only* one 'One Decision' unit that counts as **non-statutory sex education and this is Year 6 – Conception / Sex Education animation & topic guide.**

TO BE COMPLETED BY PARENTS XX Academy Withdrawal from Sex Education			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	*Include notes from discussions with parents and agreed actions taken.*

Appendix 2:

Right to be excused from sex education (commonly referred to as the right to withdraw)

45. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

46. Good practice is also likely to include the head teacher discussing with parents 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 (although the

the school should respect the parents' request to withdraw the child, 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, the school should make arrangements to provide the child with sex education during one of those terms.

48. This process is the same for pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE.

49. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

50. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.