The Dales School
North Yorkshire

Relationships and Sex Education Policy

Person responsible:	Headteacher
Reviewed and approved by Full Governing Body:	December 2025
Next Review Date:	December 2026

Signed……... **Date**: ……..

The Dales School: Relationships and Sex Education Policy

Relationships and Sex Education is a vital aspect of the curriculum for all pupils. Planning and implementation are sensitive and discrete, taking into account the legislation in the 1996 Education Act and subsequent guidance including respect for different lifestyles and encouraging pupils to respect diversity, such as the Equality Act (2010). It also supports the updated statutory guidance 'Relationships, Sex and Health Education' (DfE, July 2025) for implementation from 1 September 2026, as well as Keeping Children Safe in Education (DfE, 2025), statutory from 1 September 2025.

The relationships and sex education programme at The Dales School is planned and delivered through the curriculum area for My Care and Independence. The long-term plan sets out school's vision, intent and implementation. Units of study are planned on a three-year rolling programme for each discrete phase across school, EYFS, Primary, Secondary and 6th form. The long-term plan uses the PSHE Education Planning Framework for Pupils with SEND Key Stages 1-4 [2020]. PSHE elements include relationships, self-awareness, social and emotional awareness, moral education, healthy lifestyle and family life. The relationships and sex education programme is sensitively structured so that it can be tailored to meet the individual needs of our pupils. All RSHE content is adapted for pupils with SEND through visual supports, simplified language, augmentative and alternative communication, sensory approaches, and personalised learning outcomes linked to EHCPs. The Dales School teaches RSHE in ways that are sensitive to pupils' individual development. Some topics will only be introduced when pupils are ready and able to understand them safely, and content may be adapted, simplified or omitted to match pupils' communication, sensory and cognitive needs. Our approach recognises that not all pupils will access the full statutory content, and we prioritise safeguarding, emotional wellbeing and developmental appropriateness over breadth of coverage.

Aims and Objectives of the School Relationships and Sex Education Policy.

Our aim is to provide a curriculum which is supportive of the whole school aims.

Relationships and Sex Education will:

- Promote the spiritual, cultural, mental and social well-being of all pupils.
- Prepare pupils for adult life.
- Develop pupils' awareness and understanding about the importance of strong positive relationships and being able to differentiate between different types of relationships.
- Support pupils to develop skills for building positive, enjoyable, respectful and non-exploitative friendships, relationships and to stay safe.
- Teach pupils accurate information about the law relating to relationships, consent, sexual offences, image-based abuse, online harms, non-fatal strangulation and other relevant safeguarding issues, *introducing this content only when pupils are developmentally ready and able to understand it safely and meaningfully*.
- Support pupils to understand accurate information, develop skills and form positive beliefs, values and attitudes.
- Support pupils to understand each person's right to make informed choices and have a voice that is respected and acknowledged.

Our objectives are:

- To offer information that is personalised and conceptually appropriate to each pupil's developmental needs.
- To present information in a sensitive, balanced and objective manner.
- To present information in an accessible, visual, practical and suitably differentiated way.
- To help pupils make well informed decisions as they develop physically, emotionally and socially.
- To promote and develop self-esteem.
- To support pupil mental health and well-being
- To encourage the development of appropriate behaviour within their family and society.
- To ensure the safety of our pupils.
- To encourage students to share and respect the views and lifestyle choices of others.
- To ensure that the teaching of these topics are relevant to the lives of the pupils and assessed and adapted as their needs change.
- To recognise the importance of working in partnership with parents and carers, to ensure an individualised approach.
- To model and teach safe online behaviour, including responding to online sexual harassment, pornography, deepfakes and harmful online communities, such as misogynistic or incel content, introducing this learning only when pupils are developmentally ready and able to understand it safely and meaningfully.
- • To ensure all teaching avoids partisan, non-evidence-based, or contested materials and follows DfE expectations on legal accuracy and neutrality.
- • To ensure parents can view all RSHE materials on request, including those from external providers, and that no contractual restrictions prevent transparency**.**

Key topics at each phase that are covered in the Long-Term Plan are:

- EYFS: Relationships; Health & Wellbeing and Living in the Wider World.
- KS1-4: Self Awareness; Care, Support & Safety; Managing Feelings; Changing & Growing; Healthy Lifestyles; The World We Live In.
- Secondary content also includes online harms, respectful relationship skills, media literacy, recognising manipulation and coercion, and understanding harmful online narratives introducing this learning only when pupils are developmentally ready and able to understand it safely and meaningfully.
- 6th Form: Personal Safety, Safety in the Community and e-safety; Relationships, Intimate Relationships & Parenthood; Healthy Lifestyles and Eating; Personal Hygiene; Drugs, Alcohol, Tobacco/Vaping & Gambling; Mental Health and Wellbeing; Preparing for Adulthood.
- Teaching also covers online financial harms, scams, digital footprints, consent in adult relationships, and understanding legal responsibilities in adulthood, ensuring this is introduced gradually and only when appropriate to pupils' developmental stage and emotional readiness.

The teaching of relationships and sex education takes place in small groups according to age, maturity or gender as appropriate. Some pupils need individual support from a member of staff with whom they feel comfortable, and time is allocated to meet this need as and when necessary.

Other professionals such as the colleagues in the school nursing team may contribute to areas of the curriculum. All external agencies and resources are checked for safeguarding

compliance, legal accuracy and neutrality. No external materials are used if parents cannot view them freely. The school avoids any provider presenting contested ideology as fact**.**

Parents/carers will be informed by the class teacher when RSE will be taught and details of the programme shared. School initiates collaborative partnership with families so they can feel informed and confident in supporting their young person and offer consistent approaches. The school ensures openness with parents by providing access to all curriculum materials on request, in line with DfE requirements**.**

Progression & Preparation for Puberty

Children receive relationships and sex education from infancy, they learn such things as:

- Playing and Working Together
- Baby to Adult
- Changing & Growing
- Self-Awareness

As pupils reach adolescence, they need to understand the changes that affect their bodies and emotions. Their relationships and their sexual development need to be accompanied by the appropriate support to help them to make appropriate and safe judgements, choices and decisions. As pupils approach puberty they should be able to identify someone with whom they feel comfortable, is available to listen, help and advise them, including independent advocacy services. Parents are consulted about this area of the curriculum and are advised to their right to withdraw their child from sex education. **Parents cannot withdraw from relationships or health education, in line with statutory guidance.** Teachers will work together with parents and carers to develop appropriate terminology for sex and relationship issues, the aim being that this language is used consistently throughout the school and at home. Pupils are supported to learn strategies for staying safe in online spaces and for recognising sexual harassment, including online behaviours, when they are developmentally ready to do so. They are gradually introduced to the concepts of positive relationships, personal boundaries and consent in ways that are safe, sensitive and appropriate to their individual stage of development and understanding.

References:

Department for Education (DfE) (2025) *Relationships, sex and health education: statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers.* London: DfE. (For implementation from 1 September 2026). GOV.UK Assets

Department for Education (DfE) (2025) *Keeping children safe in education: statutory guidance for schools and colleges (KCSIE 2025).* London: DfE. (In force from 1 September 2025). GOV.UK Assets+1

Department for Education (DfE) (2014) *The Equality Act 2010 and schools: departmental advice for school leaders, school staff, governing bodies and local authorities.* London: DfE. GOV.UK Assets+1

www.fpa.org.uk
Planning Framework for Pupils with SEND
Care-Independence-Curriculum-Intent-LTP.pdf