Date: Sept 2026
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Responsibility: SMT (JD)

DAME ALLAN'S SCHOOLS
RELATIONSHIPS EDUCATION AND RELATIONSHIPS AND SEX EDUCATION POLICY

1. Introduction

This policy sets out Dame Allan's Schools' approach to the delivery of Relationships Education in the Junior School and Relationships and Sex Education (RSE) in the Senior School.

In line with the Schools' ethos, Relationships Education and RSE are delivered within a supportive, inclusive and informative framework and form an integral part of the Personal, Social, Health and Economic (PSHE) curriculum. The programme is designed to promote pupil wellbeing, safeguard children and young people, and prepare pupils for the opportunities, responsibilities and experiences of adult life.

This policy applies to provision from Year One through to Sixth Form and is informed by statutory guidance and best practice. For details on Personal, Social and Emotional Development in Nursery and Reception, please refer to the Early Years Foundation Stage Policy.

Relationships Education focuses on developing pupils' understanding of healthy relationships, friendships, family life, respect, online relationships and personal safety. Relationships and Sex Education (RSE) builds upon this learning by providing age-appropriate education about intimate relationships, sexual health, reproduction and consent. Health Education is delivered through the wider PSHE curriculum and includes physical health, mental wellbeing, healthy lifestyles and online safety.

2. Aims

Relationships Education and RSE at Dame Allan's Schools contribute to the spiritual, moral, cultural, mental and physical development of pupils at school and in society, and support their preparation for adult life.

The Schools aim to:

- Foster personal responsibility and sound moral decision-making;
- Promote self-esteem and confidence;

- Encourage respect, empathy and consideration for others;
- Support pupils in developing healthy, respectful and safe relationships;
- Provide accurate, age-appropriate information for pupils and appropriate guidance for parents.

Through the Relationships Education and RSE curriculum, pupils will develop the knowledge, understanding, skills and confidence to build healthy, respectful and safe relationships, make informed decisions, recognise when and how to seek support, understand their rights and responsibilities, and develop empathy, resilience and respect for others. The programme also supports pupils to respect others, value diversity and prepare for the responsibilities and opportunities of adult life.

This policy communicates clearly to governors, staff, parents and pupils how Relationships Education and RSE are delivered. It has been produced by the Director of Pupil Wellbeing, Head of PSHE (Senior School) and PSHE Coordinator (Junior School), in consultation with the Senior Leadership Team, Governors and the School Nurse.

3. Values and Beliefs

In addition to acquiring knowledge, pupils are encouraged to reflect upon and develop values rooted in the Schools' ethos, including:

- Respect and care for themselves and others;
- Sensitivity and empathy towards the needs and views of others;
- The importance of honesty, trust and responsibility in relationships;
- A sense of responsibility to the School community, family and wider society;
- Promoting equality, celebrating diversity and actively challenging prejudice, discrimination and harmful stereotypes.

4. Roles and Responsibilities

Governors

The Governors are responsible for overseeing this policy and monitoring its implementation, ensuring it complies with regulatory and statutory requirements.

Principal

The Principal ensures that staff and parents are informed about the Relationships Education and RSE policy and that it is implemented effectively. The Principal ensures staff receive appropriate training and that the policy is monitored regularly, reporting to Governors as required.

PSHE Coordinator (Junior School – DAJS)

The Relationships Education programme in the Junior School is led by the PSHE Coordinator, supported by the Head of DAJS and the Director of Pupil Wellbeing. Responsibilities include curriculum development, coordination of appropriate visitors and liaison with staff to ensure provision meets the needs of all pupils.

Head of PSHE (Senior School)

The RSE programme in the Senior School is led by the Head of PSHE, overseen by the Director of Pupil Wellbeing. Responsibilities include curriculum development, coordination of visitors and close collaboration with pastoral teams to ensure RSE provision reflects pupil needs.

The PSHE Coordinator (DAJS) and Head of PSHE (Senior School) meet regularly to ensure consistency of provision across phases and to share best practice.

Staff

Staff delivering Relationships Education or RSE do so in line with statutory guidance and this policy. All staff:

- Model respectful and appropriate relationships;
- Receive safeguarding training and regular updates;
- Follow the School's safeguarding procedures in response to any disclosures;
- Ensure pupils are aware of their rights and responsibilities.

Staff delivering Relationships Education and RSE receive appropriate professional development, including safeguarding updates, managing sensitive issues and creating safe learning environments, to ensure lessons are delivered confidently, accurately and in line with statutory guidance.

Visitors and external agencies are vetted appropriately and provided with safeguarding guidance prior to working with pupils. The School oversees and quality assures all Relationships Education and RSE delivered by external speakers, visitors and organisations, ensuring that provision is age-appropriate, consistent with the School's values and aligned with statutory guidance.

5. Safe and Supportive Learning Environment

Staff establish a safe, respectful and inclusive learning environment for PSHE, Relationships Education and RSE. Clear ground rules are agreed with pupils, including expectations of respectful listening and participation.

Pupils are informed that while discussions are treated sensitively, confidentiality cannot be guaranteed where a safeguarding concern arises. Any indication that a pupil may be at risk is handled in accordance with the School's Safeguarding and Child Protection Policy.

Teachers set clear boundaries for discussion in class. Where a pupil's question indicates a need for further support, they are referred to the appropriate pastoral lead. Safeguarding concerns are reported to the Designated Safeguarding Lead without delay.

Pupils are encouraged to ask questions throughout lessons and, where appropriate, anonymous question boxes or electronic forms may be used to enable pupils to ask sensitive questions safely.

Teachers may use recognised distancing techniques, including fictional scenarios and case studies, to support discussion of sensitive issues whilst maintaining a safe learning environment.

Where questions extend beyond the planned curriculum, or relate to aspects of sex education from which a pupil has been withdrawn, teachers will respond in an age-appropriate manner or signpost pupils to appropriate sources of information or support.

6. Opportunities to Teach Safeguarding

Safeguarding education is embedded throughout the PSHE curriculum and wider school provision. Teaching includes online safety, Relationships Education and Health Education, and is delivered in an age-appropriate manner across all years.

In Key Stage 1, safeguarding education focuses on recognising trusted adults, personal boundaries and understanding safe and unsafe situations. As pupils progress, teaching develops to include online relationships, image sharing, consent and managing digital risk, informed by the Education for a Connected World framework.

Safeguarding education is responsive to emerging local and national issues and includes age-appropriate learning relating to online harms, misogyny, harmful sexual behaviour, child-on-child abuse, exploitation, AI-generated content, image sharing and digital resilience.

7. Equal Opportunities

All pupils have equal access to Relationships Education and RSE regardless of race, sex, nationality, religion, disability, sexual orientation, special educational needs or ability, in line with the Equality Act 2010.

Reasonable adjustments are made where necessary to ensure all pupils can access and benefit from the curriculum. Mutual respect, tolerance and understanding of diversity are promoted throughout PSHE.

Teaching is appropriately differentiated and reasonable adjustments are made, where necessary, to ensure pupils with Special Educational Needs and Disabilities (SEND) can access, participate in and benefit fully from the curriculum.

SEND Considerations

The school recognises that pupils with special educational needs and/or disabilities (SEND) may require additional support to access RSHE and may have different levels of understanding, maturity and vulnerability in relation to relationships, sex and health.

RSHE will therefore be taught inclusively and adapted, where appropriate, to meet individual needs. This may include adapting language, resources, teaching approaches, pace and the level of support provided. Where appropriate, pupils may receive additional preparation, repetition or opportunities to discuss and clarify concepts in a safe and supportive environment.

Teachers will take account of individual pupil needs and relevant information contained within SEND plans and other appropriate school records when planning and delivering RSHE. The school will ensure that reasonable adjustments are made so that pupils with SEND can participate meaningfully in the curriculum.

Particular consideration will be given to the increased vulnerability that some pupils with SEND may experience in relation to bullying, exploitation, abuse, grooming, unhealthy relationships and online harms. Teaching will therefore include appropriate opportunities to develop pupils' understanding of personal boundaries, consent, recognising unsafe situations, seeking help and identifying trusted adults.

The school will work with parents/carers and relevant professionals, where appropriate, to ensure that RSHE is accessible and suitably adapted to individual pupils' needs. Safeguarding concerns arising from RSHE lessons will be managed in accordance with the school's safeguarding procedures.

8. Curriculum Approach

The PSHE curriculum follows a spiral model, as recommended by the PSHE Association, with key themes revisited and developed in increasing depth as pupils progress. This ensures continuity, progression and age-appropriate learning.

The curriculum is informed by the Department for Education Relationships, Sex and Health Education Statutory Guidance, the PSHE Association Programme of Study, Keeping Children Safe in Education, the Education for a Connected World Framework, safeguarding priorities, pastoral trends and pupil voice, ensuring it remains relevant, evidence-informed and responsive to pupils' needs.

Curriculum maps and further information are available via the parent portal or on request from the PSHE Coordinator or Head of PSHE.

9. Assessment and Evaluation

Assessment forms part of PSHE teaching and is used to monitor pupils' understanding and inform future planning. Assessment methods include discussion, observation and reflective tasks.

The PSHE and RSE programme is reviewed regularly by the PSHE team and the Director of Pupil Wellbeing, with feedback from pupils, staff and parents informing ongoing development.

The quality and contribution of external agencies and visiting speakers are evaluated following sessions to ensure they complement and enhance the school's PSHE and RSE provision.

10. Relationships Education (Junior School – DAJS)

Relationships Education at DAJS is delivered through the PSHE curriculum and wider school life. It supports pupils to:

- Develop emotionally, socially and morally;
- Understand friendships, family relationships and respect for others;
- Recognise and manage risks to physical and emotional wellbeing;
- Develop confidence, independence and responsible decision-making;
- Appreciate diversity, difference and shared humanity.

Provision includes weekly PSHE lessons, themed PSHE days, assemblies, enrichment activities and opportunities for pupil voice. Teaching is age-appropriate and inclusive, and safeguarding themes are reinforced throughout.

11. Relationships and Sex Education (Senior School)

The Senior School delivers a comprehensive RSE programme in line with statutory guidance and professional best practice.

Pupils learn:

- About different types of relationships, including friendships, family and intimate relationships;
- How to build healthy, respectful relationships, including understanding boundaries, consent and conflict resolution;
- How to recognise unhealthy relationships, child-on-child abuse, sexual harassment and sexual violence, and how to seek support;
- About online relationships, digital boundaries and emerging risks such as AI-generated content;
- Factual, age-appropriate information about sex, sexual health and sexuality, including LGBT relationships;
- The legal, social and health implications of harmful practices such as FGM and Child Sexual Exploitation.

RSE is delivered through PSHE, science and religious studies, supported by pastoral teams and the School Nurse where appropriate.

Curriculum Information and Partnership with Parents

Dame Allan's Schools recognise parents and carers as children's first educators and are committed to working in partnership with families to support pupils' personal development.

At the beginning of each academic year, parents and carers of Senior and Junior School pupils receive a letter outlining the PSHE and Relationships and Sex Education (RSE) curriculum for their child's year group, alongside an age-appropriate curriculum overview. This ensures that families are informed about what their child will be learning and provides an opportunity for parents and carers to ask questions, raise concerns and provide feedback. This forms part of the School's ongoing consultation and engagement with parents and carers regarding the content and delivery of PSHE and RSE. Policy updates and significant changes to the curriculum are also communicated to parents and carers, with opportunities provided for feedback where appropriate.

Teaching materials, lesson overviews and supporting resources are made available to pupils through Google Classroom, enabling parents and carers to discuss and reinforce learning at home where appropriate. Parents and carers who wish to discuss any aspect of the PSHE or RSE curriculum, provide feedback or view additional curriculum materials are warmly encouraged to contact the Head of PSHE. Individual meetings can be arranged to discuss the curriculum, answer questions and provide further information about how topics are taught in an age-appropriate, inclusive and supportive manner.

The School values feedback from pupils, parents and carers, staff and governors and uses this to inform the ongoing review and development of the PSHE and RSE curriculum and associated policy.

External providers

All external providers are subject to appropriate checks and due diligence before delivery. The school reviews the provider's credentials, intended learning outcomes, content and resources in advance to ensure that they are age-appropriate, inclusive, accessible and consistent with the school's RSE, safeguarding and equality policies.

External providers are made aware of the school's safeguarding procedures and expectations regarding confidentiality and disclosures. A member of school staff remains responsible for the pupils and the quality and appropriateness of the curriculum being delivered.

Parents are provided with appropriate information about the RSE curriculum, including the use of external providers where relevant, and teaching materials can be made available in accordance with statutory guidance.

12. Parents and the Right to Withdraw

The School works in partnership with parents and values their engagement. Parents are informed about RSE provision and may discuss concerns with staff.

Under the Department for Education Relationships, Sex and Health Education Statutory Guidance (2025), parents and carers have the right to withdraw their child from those aspects of sex education that are not part of the statutory science curriculum. Parents wishing to exercise this right should submit a written request to the School. They are encouraged to meet with the Head of PSHE to discuss their concerns and review the curriculum content before the withdrawal is actioned.

A pupil will be withdrawn from the specified elements of sex education unless, or to the extent that, the Principal determines it is in the pupil’s best interests not to do so. Pupils may choose to opt into sex education from three terms before their 16th birthday, even if previously withdrawn.

During any period of withdrawal from sex education, pupils will receive appropriate and purposeful educational activities that support their learning whilst respecting the wishes of parents and carers.

13. Monitoring and Review

Relationships Education and RSE are monitored by the PSHE Coordinator (DAJS) and Head of PSHE (Senior School), in liaison with the Director of Pupil Wellbeing and Heads of School. Oversight is provided by a link governor.

Monitoring includes curriculum reviews, pupil voice, parent feedback, staff evaluation and review of external provider contributions to ensure the curriculum remains relevant, effective and responsive to the needs of pupils.

This policy is reviewed regularly and at least every two years, or sooner if statutory guidance changes. The next scheduled review will take place in July 2027.

14. Documents Informing this Policy

This policy is informed by relevant legislation and guidance, including:

- Education Acts (1996, 2002)
- Learning and Skills Act 2000
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Social Work Act 2017
- Keeping Children Safe in Education (2025)
- Department for Education Relationships, Sex and Health Education Statutory Guidance (2025)
- PSHE Association Programme of Study
- Education for a Connected World Framework
- Supplementary Guidance: Sex and Relationships Education for the 21st Century

15. Relationship to Other Policies

This policy should be read alongside the School's:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Acceptable Use Policy
- Equal Opportunities Policy
- SEND Policy
- First Aid Policy
- Early Years Foundation Stage Policy

Together, these policies support pupil wellbeing, safeguarding and inclusive practice.