



RELATIONSHIPS & SEX EDUCATION POLICY (KS3 & KS4)

February 2026

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Author:	Deputy Headteacher
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Key contacts

Table of identified persons with specific RSE responsibilities.

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1 Introduction

As a Church school community, we witness the goodness of God and faith in all of the school's curricular and co-curricular activities. We have a responsibility to ensure that whatever education pupils receive is set in the context of our Christian values and based on sound moral principles. It is within this context, therefore, that RSE is provided for all pupils. We also must acknowledge that as a school located in a town centre we attract a wide variety of students from different backgrounds with various levels of learning. Relationship and Sex Education is provided for all pupils in a manner appropriate to their age and development. This is part of the wider PSHE programme.

This policy has been developed in accordance with:

- The Equalities Act 2010
- The Church of England Guidance around 'Valuing All God's Children'
- The Deanery Church of England High School Safeguarding Policy
- Charter for faith sensitive and inclusive relationship education, relationships and sex education (RSE) and health education (RSHE)
- PSHE Association
- Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)

2 PSHE Mission Statement

To boldly develop all students' understanding of:

- the changing world in which we live
- the skills necessary for pupils to take an active and positive role in their community
- the need to faithfully manage their lives effectively

We undertake to follow the principles in the Church of England *Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)*.

3 Safeguarding

3.1 Safeguarding is of paramount importance to school life. RSE can be a very sensitive and unlearned subject. Some of the content covered has the potential to be distressing to a minority of students who may have ongoing or prior contact with RSE issues. It is important that through identification with form tutors and the pastoral team we know our students well enough to support those with individual needs to access the learning safely.

3.2 SEND pupils must be adequately supported and learning should be planned carefully to allow all pupils to access the learning and understand how to keep themselves safe. Additional support is offered to those pupils who are SEND, via the SEND department and LSAs to ensure extra vulnerabilities and additional needs with regard to SRE are addressed, personalised to the need of the pupil. SEND students who would normally have in lesson support still receive their support. It is expected that all PSHE and RSE lessons are inclusive and accessible to all pupils.

3.3 Form tutors are reminded to use CPOMS to log any concerns. Pastoral staff are made aware of topics in advance and liaise with relevant staff regarding any potential concerns that may arise. When an external company is involved they are informed that they must share concerns in line with the school's Safeguarding policy.

4 What is RSE?

4.1 Definition

Relationships and sex education (RSE) is about the emotional, social and physical aspects of growing up. Relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

4.2 Aims

The aim of RSE is to give young people the information they need to develop healthy, nurturing relationships of all kinds.

It will give students the ability to identify healthy and unhealthy relationships, both platonic and intimate. It will teach students about consent and resisting pressure to have sex. It will teach what acceptable and unacceptable behaviour looks like in a variety of relationships. It will discuss mental health and how this can be affected both positively and negatively by relationships. It will teach students to respect themselves and others. It should discourage early sexual experimentation. RSE at The Deanery Church of England High School is set in the context of lifelong learning about social, moral and spiritual development. It is about the understanding of the importance of marriage for family life, stable and loving relationships. It is also about the teaching of sex, sexuality and sexual health. It is about understanding our own views and those of other faiths and cultures, on RSE, different sexual orientations and other related content. We recognise the world in which our pupils grown up. In society, sexual matters are explicitly discussed; our teaching therefore, should also aim to inform them so that they are better able to understand the consequences of their actions. In this, the school's role is to work in partnership with parents. Together with parents, our aim is to achieve a climate of healthy, moral and spiritual growth.

5 Programme of Delivery

5.1 Delivery

RSE is delivered under the supervision of the PSHE coordinators as part of the PSHE framework. Pupils receive RSE in a gradual and positive manner. We have a co-ordinated programme, which as demonstrated below, is delivered to meet the learning required at various stages of physical and emotional maturity. Students receive RSE education in two ways:

Wider Curriculum: RSE lessons are outlined below, delivered during PSHE lessons in extended form time (Wednesday mornings), within the context of the PSHE curriculum. Issues with regard to relationship and sexual education will inevitably be raised in other subject areas. All staff at the school are aware of this policy and will discuss and give information in accordance with it.

Spectrum: We work closely with Spectrum Sexual Health CLC, Wigan. They visit all students in Y9 and Y10 and deliver a programme of between 3 and 4 lessons. In year 9 students are taught a four-lesson sex education course. Parents have the right to withdraw students from these sessions; the request for withdrawal from these lessons must be made in writing to the Headteacher.

5.2 The Programme

The following outlines the lessons that are taught to each year group. Each bullet point indicates at least a one-hour lesson. There is a lot of content and crossover as with all good learning, topics are revisited in more detail as the students get older.

Year 7	
Y7 - strong focus on friendship and an understanding of their changing bodies.	<ul style="list-style-type: none"> • Transition and Safety • Love and Relationships • Keeping good friendships (including peer on peer abuse) • How do we keep safe and positive relationships on and offline? (including peer on peer abuse) • What is my personal identity? (including LGBTQ) • Puberty – what happens and why? • Periods – what happens and why? • Being kind to yourself • Health (3 lessons) • Family and relationships • Bullying or Banter? (including peer on peer abuse) • What is cyberbullying? (including peer on peer abuse) • Anger management
Year 8	
Y8 - still a strong focus on friendship and an understanding of changing bodies. Other perspectives are now included for example we begin to learn about intimate relationships and staying safe.	<ul style="list-style-type: none"> • Confident Me (including peer on peer abuse) • Mental Health and Emotional Wellbeing • Safe sex and contraception • STIs • Sexting (including peer on peer abuse) • Pornography and why it is dangerous • Body image and the media • Islamophobia (including peer on peer abuse) • Stereotyping (including LGBTQ)
Year 9	
Y9 – significant transition to traditional sex education. Spectrum delivery is very informative and keeps the safety and wellbeing of students at the heart of each session.	<ul style="list-style-type: none"> • LGBT community • CSE (including peer on peer abuse) • Body image and the media – girl focus • Body image and the media – boy focus • What is peer pressure (including peer on peer abuse) • Why are British communities so diverse? (including LGBTQ) • What is domestic violence and abusive relationships? (including peer on peer abuse) <p>Year 9 also take part in a four-week course delivered externally by Spectrum on Sex Education this includes:</p> <ul style="list-style-type: none"> • Healthy Relationships (including peer on peer abuse) • Consent (including peer on peer abuse) • Contraception • Sexual Health and STIs

Year 10	
Y10 – focus upon different groups of people with regard to sex, so to develop an understanding of different perspectives. We also tackle some contextual safeguarding concerns with regard to sex, such as “revenge pornography”.	<ul style="list-style-type: none"> • Same sex relationships • Gender and trans identity • Revenge pornography (including peer on peer abuse) • Are our relationships with role models healthy? • Consent revisited • Staying Safe
Year 11	
Y11 - revisit several previous topics and look forward to adult lives.	<ul style="list-style-type: none"> • Why is it essential we know about consent, rape and sexual abuse? (including peer on peer abuse) • Bullying and body shaming (including peer on peer abuse) • Relationships and breakups • What do we mean when we talk about safe sex? • Relationship types and sexuality (including LGBTQ)

6 Review

All resources and lessons are created, developed and supervised by the PSHE Co-ordinator, Mr T Walker. The programme is monitored by Mrs Walsh who informs Mr Tobin. When necessary, resources and lessons are adapted and changed to meet the needs of different students or situations.

7 Parents

We consult with parents regarding our RSE curriculum and this informs future planning.

8 Legislation

Under the Education Act 2002 all schools are required to provide a balanced and broadly-based curriculum which:

- Promotes the spiritual, moral, culture, mental and physical developments of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

SRE is set within a wider legislative context. The 2006 Education and Inspections Act laid a duty on Governing Bodies, to ‘promote the wellbeing of pupils at the school.’ The duty came into effect in 2007. The Children and Social Work Act 2017 makes RSE statutory in all secondary schools.