



Forest of
Dean Trust

Relationships, Sex and Health Education Policy

DENE MAGNA SCHOOL

Policy name	Relationships, Sex and Health Education Policy
Version date	September 2025
Owner	EM/KBe
Approval date	7th October 2025
Approver	Local Governing Body
Review frequency	Annually
Review date	October 2026

The policy has been updated in line with the Government Statutory Guidance (2025) for implementation in 2026.

Guiding Principles

Our RSHE provision is underpinned by the **seven principles** set out in the 2025 guidance:

1. Engagement with pupils.
2. Engagement with parents.
3. A positive and strengths-based approach.
4. Careful sequencing of content across year groups.
5. Relevance and responsiveness to pupils' needs.
6. Skilled, confident delivery by trained staff.
7. A whole-school approach, aligning RSHE with wider school values and safeguarding policies.

Introduction

This policy merges the sex and relationships policy and the PSHE policy and joins them as one in line with the statutory changes to the delivery of SRE. The Forest of Dean Trust has a clear understanding of the importance of delivering high quality RSHE to all students and views this as an important part of helping students to develop into happy, healthy and confident adults who are able to make positive contributions to society. This Sex and Relationships element of the RSHE curriculum was written in accordance with section 352 of the Education Act 1996 and the Learning and Skills Act 2000 and replaces the Sex Education Policy, in accordance with the 'Sex and Relationship Education Guidance' given by the DfE. We consult students with regards to both the content and effectiveness of the delivery. We also consult staff in termly meetings and provide opportunities for them to feedback on the content and delivery as part of these meetings.

The information in this policy is available to and applies to all staff, students, parents, governors and partner agencies.

If any parents/carers would like to speak with the RSHE lead or Assistant Headteacher who holds responsibility for RSHE this can be arranged by contacting the relevant member of staff.

This policy is available on the school website and should be viewed in relation to the following policies:

- Child Protection/Safeguarding Policy
- Equal Opportunities Policy
- Disciplinary Policy
- Internet User Policy
- Special Educational Needs Policy
- Home/School Partnership Agreement
- PSHE Policy
- Drugs Policy
- Anti-Bullying Policy
- Press/Media Policy

Rationale

The purpose of RSHE at Dene Magna School is to promote pupils' spiritual, moral, social and cultural development and prepares all pupils for the opportunities, responsibilities and experiences of life. It:

- Prepares our students for life in modern Britain.
- Supports students in acquiring the skills, attitudes and qualities required to be safe, healthy and successful in their personal, economic and emotional lives.
- To encourage students to engage actively in their school and community.
- To demonstrate respect for others regardless of their differences.
- Gain a knowledge and understanding of physical and emotional health.
- Develops their knowledge and understanding of the law in relation to things like, marriage, consent, drugs and alcohol, social media usage etc.

What is RSHE?

Relationships, Sex and Health Education (RSHE) builds on the knowledge and understanding, develops attitudes and values and improves personal and social skills through the teaching of the following topics:

- Families.
- Respectful relationships, including friendships.
- Online and the media.
- Being safe.
- Intimate and sexual relationships including sexual health.
- Law around things such as; marriage, consent, violence against women and girls, online behaviours, pornography, abortion, hate crime, FGM, violence and exploitation, extremism/radicalisation and county lines.
- Mental health and wellbeing.
- Internet safety and harms.
- Physical health and fitness.
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention.
- Basic first aid
- Changing adolescent body (including puberty, menstruation)

RSHE is taught as a spiralled curriculum that covers all aspects of the recommended content in an age appropriate way. The full programme of study is available for staff on the shared google drive. Should parents/carers require a copy of this programme of study please contact the school for more details. An overview is available on the school website.

What is the school's approach to RSHE?

RSHE is approached via a carefully planned programme of study in line with the national curriculum/national guidance and in conjunction with science and religious studies programmes of study. RSHE is delivered in a variety of ways such as timetabled lessons, assemblies, outside agencies and through cross-curricular collaborations.

Curriculum Organisation and delivery of RSHE

Fortnightly lesson

All students have an hour of RSHE with either KBe/EMa/DMo/KBa a fortnight. This lesson will follow the planned scheme of work inspired the People IN the Know curriculum (PINK curriculum) created by Gloucestershire Healthy Living and Learning. The scheme of work is flexible to explore topics

further and react to current affairs that may not be directly timetabled.

During lessons a wide variety of teaching and learning methods are used to ensure that lessons are engaging for all:

- Resources have been created collaboratively to ensure high quality resources and teacher workloads are managed sensitively.
- All teachers will provide a safe learning environment, where ground rules are clearly established promoting sensitivity and confidentiality amongst peers while respecting safeguarding procedures.
- Visiting speakers are invited to work with year groups e.g. What If? (KS5), Chelsea's story (KS3), Schoolbeat officers (KS3/4).
- Students are encouraged to take part in a wide range of extra-curricular activities which include: charity fundraising, house council, sports captain, reading buddy, mentors, Anti-bullying reps, LGBT focus group.

Key Updates in the 2025 RSHE Statutory Guidance included in our curriculum:

1. Modern Threats & Online Realities

- **Expanded online safety coverage:** Pupils will now learn about deepfakes, AI-generated imagery, sextortion, scams, gaming monetisation, data privacy, harmful influencers, toxic online subcultures, and the permanence of online content.
- recognised as a safeguarding concern—curriculum must address financial harms.
- **Online misogyny and pornography:** Secondary schools must cover how these issues link to harmful attitudes and behaviours.

2. Relationships, Consent, and Gender

- **Tackling misogyny and “incel” culture:** Guidance includes teaching positive male role models and debunking myths from “manosphere” communities.
- **Healthy relationships:** Emphasis on positive masculinity and respectful behaviour, beyond just consent.
- **Legal clarity on sex and gender:** Pupils will be taught the correct legal definitions of biological sex and gender reassignment, while avoiding presenting contested views as fact.

3. Personal Safety & Awareness

- **Everyday risk safety:** New content includes safety around roads, railways, waterways, and public spaces.
- **Acknowledging grief and loss:** The curriculum now includes bereavement and emotional responses to loss.
- **Legal boundaries:** Secondary pupils learn that strangulation is illegal, regardless of visible injury.

4. Mental Health, Resilience & Suicide Prevention

- **Emotional literacy:** Primary and secondary pupils will learn that low moods and anxiety are normal emotional experiences—not mental health disorders—and should not encourage self-diagnosis.

- **Resilience building:** Focus on grit, coping strategies, managing emotions, and resisting harmful content.
- **Suicide prevention:** Secondary schools must have safe, expert-informed approaches to discuss suicide prevention.

5. Inclusivity & Family Structures

- **Diverse family recognition:** Curriculum now recognises single-parent, same-sex, kinship, foster, and adoptive families.

Wider school organisation

Assemblies

Assemblies provide a regular opportunity to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement. Assemblies are held either as a whole school, as a key stage or as a year group to allow staff to deliver relevant information that is age appropriate.

Boys and Girls group

We noticed a need in our school community to address some stereotypes particularly related to misogynistic attitudes and language and to body image and mental health. A specific set of assemblies were delivered to both boys and girls to try and reduce the likelihood of such behaviours being displayed in school and to understand the wider context within the law and society in general.

Anti-bullying Ambassadors

Each tutor group has a representative. Reps meet monthly to discuss issues, they work on a project decided by them to promote a safe and supportive school culture where unkind behaviour is reported and dealt with. This group is inclusive and all vulnerable groups in school are represented within our ambassadors.

Outside agencies

We work with a number of partner organisations to promote RSHE with students. We regularly host outside speakers including Chelsea's Story, Schoolbeat, STREET (Healthy Relationships), Calling it Out and On the Level Mental Health Show. Students also take part in the online pupil survey and an anti bullying survey to provide feedback on the delivery of RSHE topics.

For further information about the curriculum journey see the Intent, Implementation and Impact document on the Dene Magna website.

Equal Opportunities and RSHE

All students have an entitlement to access the RSHE curriculum in an age-appropriate way. All students will have access to appropriate resources within the school. These will reflect a multicultural society, without stereotyping or discrimination. All students will be given the opportunity to participate in all activities regardless of sexuality, gender, race or ability in line with the Equalities Act 2010. Where students have a special education need, resources will be adapted to ensure they are able to access the curriculum appropriately.

Resources for effective teaching are created using a collaborative approach and tailored to the students. Students have access to ICT facilities for research and presentation purposes. The subject coordinator works closely with our GHLL link to provide high quality RSHE. Some resources have been provided by Gloucestershire Healthy Living and Learning "Pink Curriculum". Many further resources have been added through research and planning. Online events have meant all students can benefit from virtual assemblies from organisations such as STREET (Healthy Relationships).

How does your school cater for the needs of all pupils?

We ensure that we meet the needs of all groups in society by:

- Ensuring pupils with SEND have adapted resources to suit their understanding.
- Ensuring that examples given are diverse and include all areas of society e.g contraception lessons provide examples from all types of relationships not just heterosexual relationships.
- Promoting and celebrating events such as Schools Diversity week.
- Raising awareness of staff through half termly meetings.
- Challenging stereotypes be that in the use of language or in attitudes and behaviours.
- Through the boys and girls group assemblies.
- Giving all students the opportunity to be heard and to be a part of the student council etc.

How are the following people involved in RSHE provision in your school?

- Teaching staff are involved in the direct planning and delivery of RSHE across the school through collaborative planning of resources. Resources have been created and quality assured by the team delivering RSHE. Resources are then adapted to meet the needs of a particular group.
- DSL/DDSL/Head of House may notice patterns in students' behaviour. This is communicated to the lead for RSHE and a session is then planned to address this need, e.g if a Head of House noticed that racist language was being used they may ask for a lesson on racism to be delivered to the students.
- Governors and Trustees are responsible for reviewing the RSHE policy and ensuring that the trust is fulfilling its statutory duty in terms of curriculum delivery for RSHE.
- Parents/carers have access to the RSHE curriculum via the curriculum journey and the Intent, Implementation and Impact document on the Dene Magna website.
- Parents and carers have the right to withdraw their children from the non-statutory RSE lessons up until the third term before their 16th birthday. Should a parent or carer wish to do this they should put their request to the Headteacher in writing, stating the reasons why they wish to remove the child from these lessons
 - For a comprehensive list of such topics please refer to the latest government guidance:https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf
- We seek to involve parents and keep them informed through newsletters, the website, and social media. Parents are encouraged to come into school whenever they have any concerns or anything they would like to discuss with us.
- Outside agencies such as the school nurse, Police etc will often clarify that certain topics are being delivered and may support school staff with resources depending upon the topics being covered that term.
- Pupils are given the opportunity to provide feedback via student voice at the end of each term. Tutors then share the feedback with RSHE leads to inform planning for the next term.

The Taught SRE Programme

- Students are taught in fortnightly RSHE lessons.
- Students are taught in mixed sex year groups for their RSHE lessons.
- Students in year 8 and 9 will have same sex assemblies relating to topics such as puberty, language, body image etc.
- Themes are carefully planned throughout the year in conjunction with key awareness events e.g gender, sexuality and homophobia would be taught during pride month or school diversity week.
- The RSHE Coordinator and Assistant Head will coordinate the use of outside agencies. Generally, this will involve visitors delivering to a year group in assembly time or calendared events which bring students off timetable or an outside speaker delivering to a class. E.g. School Beat officers.
- Tutors will use their own knowledge to answer questions where possible and appropriate. If the tutor feels that the Head of House or a member of the safeguarding team would be more appropriate to answer the question they should pass the request on to the relevant person and inform the student so they get an accurate answer.
- If a disclosure is made during or after an RSHE session, teachers should follow the school safeguarding procedures relating to a disclosure by logging this on my concern, if the child is at serious risk of harm the tutor should also see the DSL/DDSL face to face to inform them. If the DSL/DDSL is not available, the tutor should inform the Headteacher.

Specific Issues Statements

- Contraception 'advice': information and referrals to under 16's (individually and in the classroom). Any information given about contraception is contained within a programme which highlights the importance of relationships. All members of staff are made aware, through a statement in the 'Guide for Staff', that they cannot give advice to students and that any concerns relating to sex education should be referred back to the staff responsible for information, advice and guidance in this area.
- Students can be referred to the school nurse should they require any support with contraception advice. This is a confidential service available to all students at Dene Magna School.
- Confidentiality: No member of staff can assure a student of complete confidentiality. If, for example a girl thinks she is pregnant, she must be encouraged to tell her parents/guardians herself with a waiver that the teacher will speak to them the following day to check that they are aware of the situation. At all times, a student should be encouraged to speak with his/her parents/guardians about any concerns they may have, unless it would increase their risk of harm to do so.

Monitoring and Reviewing

Monitoring

- The RSHE Coordinators and Assistant Head support colleagues in the teaching of RSHE, by passing on information and ideas, and delivering staff training as appropriate.
- The RSHE Coordinators will ensure that the programme is ready for the upcoming academic year. The entire scheme of work and resources are available in the RSHE shared drive on the schools google drive for all staff to access including trainees and cover teachers.
- Meetings are timetabled termly to discuss current issues and to make staff aware of new

initiatives, practices and resources.

- Collaborative planning from staff ensures high quality resources are available for all sessions while limiting the workload of tutors.
- Student voice assists evaluation of the RSHE.
- RSHE learning walks are carried out half termly to ensure quality and consistency of delivery across all year groups and topics.
- Reviews and audits are also undertaken by RSHE lead and GHLL lead teacher to ensure best practice and high quality learning is taking place across the school.

Reviewing

This policy will be updated in accordance with the timeframe at the start of this document or as statutory requirements come into force.