



DENBIGH SCHOOL



Denbigh School

Relationships and Sex Education Policy

2026

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*Publication on website			
Trust website		School website	
1	Statutory publication	A	Statutory publication
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**Policy level			
1	Trust wide	Single policy relevant to everyone and consistently applied across all schools and departments, with no variation. e.g. Complaints procedure	Statutory policies approved by the Board of Trustees (or designated Trustee Committee). Non-statutory policies approved by the CEO with exception of Executive Pay.
2	Trust core values	This policy defines the Trust core values in the form of a Trust statement to be incorporated fully into all other policies on this subject, that in addition contain relevant information, procedures and or processes contextualised to that school. e.g. Safeguarding, Behaviour	Statements in statutory policies approved by the Board of Trustees (or designated Trustee Committee). Statements in non-statutory policies approved by the CEO. Policy approved by Local School Board.
3	School/department	These policies/procedures are defined independently by schools as appropriate. E.g. Anti-bullying	Approved by Local School Board.

1. Statutory Requirements

- 1.1** As a secondary academy, Denbigh School must provide Relationship and Sex Education (RSE) to all students as per Section 34 of the Children and Social Work Act 2017.
- 1.2** In teaching RSE, Denbigh School, a member of the Alliance Schools Trust is required by its funding agreements to have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.
- 1.3** Documents that inform Denbigh School's RSE Policy include:
 - 1.3.1** Education Act (1996)
 - 1.3.2** Learning and Skills Act (2000)
 - 1.3.3** Education and Inspections Act (2006)
 - 1.3.4** Equality Act (2010)
 - 1.3.5** Supplementary Guidance SRE for the 21st Century (2014)
 - 1.3.6** Keeping Children Safe in Education – Statutory Safeguarding Guidance (2016)
 - 1.3.7** Children and Social Work Act (2017).
- 1.4** As per our funding agreement, the Alliance Schools Trust and Denbigh School will have regard to Section 403 of the Education Act 1996 (as outlined above) on Sex and Relationship Education to ensure that children at Denbigh School are protected from inappropriate teaching methods and that they learn the nature of marriage and its importance to family life. Denbigh School and The Alliance Schools Trust will also have regard to the requirements in Section 405 of the Education Act 1996, as if the Academy were a maintained Academy.
- 1.5** At Denbigh School we teach RSE as set out in this Policy.

2. Policy Development

- 2.1** The first delivery of the contents of this Policy will take place from September 2026. This Policy has been developed in consultation with students and parents. The consultation and policy development process has involved the following steps:
 - 2.1.1** The Policy has been drafted following a review of national guidelines by the Assistant Headteacher with responsibility for the Complementary Curriculum. It has been reviewed by the PHSE Co-ordinator and by the Deputy Headteacher with responsibility for Education: Teaching & Learning & Curriculum.
 - 2.1.2** Mental Health professionals have been consulted for guidance about the materials relating to suicide prevention.
 - 2.1.3** *Parent/Stakeholder Consultation:* Parents and any interested parties were invited to attend a consultation meeting about the Policy and review samples of planned materials.
 - 2.1.4** *Student Consultation:* Both the materials and the Policy have been discussed with members of the School Council.
 - 2.1.5** After amendments following the consultation processes, the Policy was presented to the Local School Board for approval.

3. Definition

RSE is about the emotional, social, and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity. The term 'relationships' is used to describe any connection - friendships, parent-child or romantic relationships.

4. Aims and Objectives

The aims of Relationships and Sex Education (RSE) at Denbigh School are to:

- 4.1** Give students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- 4.2** Enable students to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.
- 4.3** Not to encourage early sexual experimentation but to teach students to understand human sexuality and to respect themselves and others.
- 4.4** Enable students to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity, equipping them with tools throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.
- 4.5** Teach the terminology, facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.
- 4.6** Generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment, and trust and confidentiality are ensured.
- 4.7** Develop knowledge, communication skills and understanding in order to facilitate personal decision-making.
- 4.8** Understand the impact of external factors, such as the media, internet, peer groups and ensure students remain independent decision-makers.
- 4.9** Develop the ability of students to form positive, non-exploitative relationships.
- 4.10** Emphasise the role and the value of family life.
- 4.11** Enable students to know what is and what is not legal in matters relating to sexual activity.
- 4.12** Inform students of where they can go for further information and advice.

All of the above are underpinned by our core values of Kindness, respect and do no harm.

5. Curriculum and Delivery

- 5.1** The Curriculum is centrally planned and sequenced with clear learning objectives. It is age-appropriate. Lessons are fully resourced. Training is provided to support teachers in delivering controversial and sensitive topics.
- 5.2** RSE at Denbigh School is based on national guidelines provided by the DfE and the PSHE Association and taught by tutors and mentors to their tutor/mentor groups. The RSE Curriculum is sensitive to the age and experience of our students. It is delivered as part of PHSE, through assemblies and informally through other subject areas and the ethos of the School. Biological aspects of RSE are taught within the Science Curriculum.
- 5.3** The RSE Programme is led by PHSE Co-ordinator, overseen by the Assistant Headteacher with responsibility for the Complementary Curriculum.
- 5.4** RSE focuses on giving students the information they need to help them develop healthy, nurturing relationships of all kinds. Students are educated on the importance of physical, mental and emotional health. Our PSHE Programme covers topics including body modification, managing stress, healthy diets, eating disorders and discussions around self-harm and suicide prevention.
- 5.5 Health Education Sessions (Physical)**
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|--------------|------------|---|
| 5.5.1 | Year 7 | Piercings and Hair Dye |
| 5.5.2 | Year 8 | Skin-care and supplements. Drugs and Alcohol awareness. |
| 5.5.3 | Year 9 | Teeth and Tattoos |
| 5.5.4 | Year 10 | Height and Plastic Surgery |
| 5.5.5 | Year 11 | Allergies |
| 5.5.6 | Year 12-13 | Supplements |
- 5.6 Relationships Education**
- | | | |
|--------------|---------|--|
| 5.6.1 | Year 7 | Families & Long-term Relationships |
| 5.6.2 | Year 8 | Grooming & Marriage |
| 5.6.3 | Year 9 | Healthy Relationships |
| 5.6.4 | Year 10 | Consent, Attitudes towards pornography |
| 5.6.5 | Year 11 | Consent & Sexual Harassment |
| 5.6.6 | Year 12 | Consent & Sexual Harassment |
| 5.6.7 | Year 13 | Consent & Sexual Harassment |
- 5.7 Sex Education**
- Sex Education is part of RSE and focuses on the biological aspects of puberty and physical relationships with others and with yourself. The following topics are delivered in PHSE lessons and also supported by our Science Curriculum and is spiralled for each year group.
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|--------------|---------|---|
| 5.7.1 | Year 7 | Menstruation & FGM |
| 5.7.2 | Year 8 | Puberty |
| 5.7.3 | Year 9 | Consent & delaying Sex. Contraceptives. |
| 5.7.4 | Year 10 | Delaying Sex & Sexual Health |
| 5.7.5 | Year 11 | Delaying Sex & STIs |

More detail about the Curriculum and access to resources is published on the School's website and in Appendix one.

6. Guidance for teachers about creating a positive, safe learning environment

- 6.1** Be aware of students' emotional and psychological well-being, offer support when needed.
- 6.2** Clearly define and communicate ground rules for RSE lessons, such as respecting diverse perspectives and opinions, using respectful language, and maintaining confidentiality (unless there are safeguarding concerns.)
- 6.3** Approach RSE topics in a sensitive and non-judgmental manner, emphasising that the content is about factual information, not personal values or judgments.
- 6.4** Encourage students to discuss RSE topics from a general and educational perspective, rather than a personal one.
- 6.5** Encourage open dialogue while ensuring that discussions remain respectful and supportive.
- 6.6** Be prepared to answer students' questions about an RSE session with accurate, age-appropriate, and evidence-based information.
- 6.7** If a question goes beyond the scope of the lesson or the teacher's knowledge, the student should be encouraged to seek guidance from relevant resources, support services or PHSE Co-ordinator. If a student who has been withdrawn from sex education asks a sex education related question, the question will not be answered and the parent will be informed.

7. Inclusion and differentiation

- 7.1** Our RSE programme of study recognises that young people bring prior learning and real-life experiences to their new learning. Our programmes respect and reflect both the universal and unique needs of our students, including students' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation, faith or culture of their immediate family, close friends and wider community.
- 7.2** All RSE areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of students 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 students may have a different structure of support around them (for example: looked after children or young carers).

8. Students with additional educational needs

- 8.1** As far as it is appropriate, young people with special educational needs follow the same RSE programme as all other students. Prior to the delivery of the RSE lessons, the PHSE Co-ordinator will meet with the SENDCo to review the resources that staff will deliver to students. Careful consideration is given concerning the level of

differentiation needed, with teachers making adaptations in lessons to meet the needs of students. Where there is significant need, teaching assistants will work with individual students, sometimes on a one-to-one basis.

- 8.2** Denbigh School does not withdraw young people with special educational needs from RSE to catch up in other subjects, as we believe that these aspects of personal and social development are as important as academic achievement.

9. Roles and Responsibilities

9.1 Local School Board

The LSB approves the RSE Policy and holds the Headteacher to account for its implementation. This Policy is reviewed at least every three years in line with DFE guidance.

9.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the School.

9.3 Teaching Staff

9.3.1 Teaching staff are responsible for:

- 9.3.1.1** Delivering RSE in a sensitive way
- 9.3.1.2** Modelling positive attitudes to RSE
- 9.3.1.3** Monitoring progress
- 9.3.1.4** Responding to the needs of individual students
- 9.3.1.5** Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE.

9.3.2 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 PHSE Co-ordinator. All teaching staff are involved in the delivery of RSE as tutors, cover teachers or in overseeing its delivery.

9.3.3 Teachers are trained on the delivery of RSE as part of their ITT. Optional training sessions about delivering PHSE (including RHSE) are included in our continuing professional development calendar. Training for all staff is provided before teachers deliver controversial or sensitive topics.

10. Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

11. Parents' right to withdraw

- 11.1** Parents have the right to withdraw their children from the non-statutory components of sex education within RSE, up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the School will arrange this.

- 11.2** Approximately six weeks before the lessons are due to take place, the PHSE Co-ordinator contacts parents via Parentmail to introduce the RSE topics that are coming up and to explain that they can only be withdrawn from the sexual education lessons. In addition to the information on the School's website, a link to the relevant resources is also shared with parents. Requests for withdrawal should be sent via email to the PHSE Co-ordinator who will respond appropriately and ensure alternative provision is made where necessary.
- 11.3** From three terms before the student turns 16, a student can choose to opt back into sex education even if their parent has requested withdrawal. For example, if a student turns 16 during the Autumn Term, the student can opt back into sex education at any time after the start of the previous Autumn Term. The PHSE Co-ordinator will contact students to ensure they know that they have this option.

12. Monitoring and Evaluation Arrangements

- 12.1** The delivery of RSE is monitored by the PHSE Co-ordinator, Heads of Year and the Assistant Headteacher overseeing the Complementary Curriculum. The key monitoring processes are checking schemes of work, monitoring delivery via learning walks and through student feedback. Student Voice discussions are held shortly after the period during which the RSE sessions are delivered.
- 12.2** Assessment is in-class and formative and will include questioning, retrieval practice and quizzes.

13. Child Protection and Safeguarding Protocols

- 13.1** At Denbigh School we are committed to providing a safe and supportive environment for the delivery of Relationship and Sex Education (RSE). Our RSE Policy prioritises child protection, safeguarding, and confidentiality to ensure effective and respectful RSE practice.
- 13.2** All staff are required to complete regular training on Child Protection and Safeguarding. If safeguarding concerns arise during RSE lessons, staff will follow the School's established procedures.
- 13.3** During RSE lessons covering controversial or sensitive topics, slides are produced to signpost further help and support; this can include internal safeguarding support and recognised external bodies such as the police, Childline etc. It also encourages students to seek support if they are concerned about their peers.

Appendix 1

PHSE Curriculum

Sessions are subject to movement and this document should be viewed as a planned overview of what will be covered.

Key Stage 3 – Year 7 PSHE 2026-2027		
Term	Topics	Sessions
Autumn 1 September-October	1. Online Safety 2. Personal Identity 3. Personal Safety	· 1a – Internet safety and age restrictions · 1b – Cyberbullying and online behaviour · 2a - Black History Month and British values · 2b – British Values and Diversity · 3a – Gangs
	Personal Development	· Resilience
Autumn 2 October-December	1. Anti-bullying 2. Drugs and Alcohol 3. Relationships	· 1a – anti-bullying week and kindness · 1b – Successful communication · 2a – Introduction to Drugs and Caffeine · 2b – Energy Drinks and Vaping · 3a – Families and Parenting · 3b – Marriage and Longterm Relationships
	Personal Development	· Literacy
Spring 1 January-February	1. Money and Careers 2. SRE 3. Relationships	· 1a – Introduction to Careers and Unifrog · 2a – Menstruation and attitudes · 2b – FGM and Forced Marriage · 3a – Misogyny and other Prejudice
	Personal Development	· Technology (includes Fake news, AI, online challenges, doom-scrolling)
Spring 2 February-March	1. Personal Identity 2. Mental Health and Physical Health	· 1a – Religious Holidays and Reflection · 2a – Mental Health and Stress · 2b – Physical Wellbeing · 2c – Staying safe: railways and water
	Personal Development	· Communication skills: active listening, debating
Summer 1 April-May	1. Personal Safety 2. Careers 3. Revision Strategies	· 1a – Gangs and Grooming · 1b – anti-social behaviour and graffiti · 2a – future choices and options · 3a – what makes revision successful?
	Personal Development	· Motivation
Summer 2 May-July	1. Personal Safety 2. Reflection	· 1a – Staying safe · 2b – Reflection of the year.
	Personal Development	· Careers

Key Stage 3 – Year 8 PSHE 2026-2027		
Term	Topics	Sessions
Autumn 1 September-October	4. Online Safety 5. Personal Identity 6. Personal Safety	· 1a – Internet safety and online relationships · 1b – Cyberbullying and the repercussions · 2a - Black History Month and British values · 2b – British Values and Freedom of Speech · 3a – Gangs and Peer Pressure
	Personal Development	· Digital Technology and empathy
Autumn 2 October-December	4. Anti-bullying 5. Drugs and Alcohol 6. Relationships	· 1a – anti-bullying week and active bystanders · 1b – Challenging Stereotypes and Racism · 2a – Vaping and Tobacco · 2b – Edibles and Gateway Drugs · 3a – Healthy versus Unhealthy Relationships · 3b – Dangers online and Grooming
	Personal Development	· Law and Order
Spring 1 January-February	4. Money and Careers 5. SRE 6. Relationships	· 1a – Job Adverts and Local Labour Market · 2a – Puberty: Emotional and Physical Changes · 2b – Puberty: Physical Changes and Consent · 3a – Prejudices and Discrimination
	Personal Development	· Current affairs
Spring 2 February-March	3. Personal Identity 4. Mental Health and Physical Health 5. Careers	· 1a – Religious Holidays and Reflection · 2a – Mental Health and Stress · 2b – Physical Wellbeing · 3a – future choices and Options Process
	Personal Development	· Managing money
Summer 1 April-May	4. Personal Safety 5. Revision Strategies	· 1a – Gangs · 1b – Staying safe: UV Rays and Public Transport · 2a – what makes revision successful?
	Personal Development	· Literacy
Summer 2 May-July	3. Personal Safety 4. Reflection	· 1a – Staying safe: Hazards and Crime · 2b – Reflection of the year.
	Personal Development	· Careers

Key Stage 3 – Year 9 PSHE 2026-2027		
Term	Topics	Sessions
Autumn 1 September-October	7. Online Safety 8. Personal Identity 9. Personal Safety and Relationships	· 1a – Self Esteem Online and Grooming Risks · 1b – Unhealthy Comparisons and Gambling · 2a - Black History Month and British values · 2b – British Values and Tolerance · 3a – ‘Sexting’ and Dealing with requests for nude images.

Autumn 2 October-December	7. Anti-bullying 8. Drugs and Alcohol 9. Relationships	· 1a – anti-bullying week and action against prejudice · 2a – Alcohol and Addiction · 2b – Vaping & Supplements · 3a – Build and Maintaining Healthy Relationships · 3b – Working on Relationships and recognising abusive behaviour
Spring 1 January-February	7. Money and Careers 8. SRE 9. Relationships	· 1a – Why study MFL and Introduction to Work Experience · 2a – Delaying Sex and Intimacy · 2b – Contraception · 3a – Misogyny and Misandry
Spring 2 February-March	6. Personal Identity 7. Mental Health and Physical Health	· 1a – Religious Holidays and Reflection · 2a – Mental Health and Stress · 2b – Physical Wellbeing
Summer 1 April-May	6. Personal Safety 7. Revision Strategies	· 1a – Gangs: County Lines and Drug Dealing · 1b – Body Modification and Harm · 2a – what makes revision successful?
Summer 2 May-July	5. Careers 6. Personal Safety 7. Reflection	· 1a – Work experience launch and Process · 1b – Future Skills Questionnaire and Unifrog · 1c – Choosing a placement and contacting workforces · 2a – Staying safe: Hazards and Crime · 3b – Reflection of the year.

Key Stage 4 – Year 10 PSHE 2026-2027		
Term	Topics	Sessions
Autumn 1 September-October	10. Online Safety/Relationships 11. Personal Identity 12. Careers	· 1a – Digital footprints and Profiles · 1b – Sexting Drama – ‘Abi’s Story’ · 2a - Black History Month and British values · 3a– Preparing for Work Experience and making a good impression
Autumn 2 October-December	10. Careers 11. Anti-bullying 12. Drugs and Alcohol 13. Relationships	· 1a – Preparing for Work Experience · 2a – Anti-bullying Week · 3a – Drug Classes and Class C · 3b – Class B and Class A drugs · 3c – Prescription Drugs and Steroids · 4a – The Truth about Pornography · 4b – Holding Respectful Relationships
Spring 1 January-February	10. Money and Careers 11. SRE 12. Relationships	· 1a – Managing Money and Debt · 2a – Delaying Sex and Intimacy · 2b – Contraception and Sexual Health · 3a – Misogyny and Misandry
Spring 2	8. Personal Identity	· 1a – Religious Holidays and Reflection

February-March	9. Mental Health and Physical Health	· 2a – Stress and Mental Illness · 2b – Physical Wellbeing
Summer 1 April-May	8. Personal Identity 9. Personal Safety	· 1a – Cultures Day and Celebrations · 2a – Gangs: Alfie's Story and Gangs · 2b – Drug Dealing and Support
Summer 2 May-July	8. Personal Safety 9. Careers 10. Reflection	· 1a – Staying safe: UV Rays and Water · 2a – Sixth Form and GCSEs · 3a – Reflection of the year.

Key Stage 4 – Year 11 PSHE 2026-2027		
Term	Topics	Sessions
Autumn 1 September-October	13. Online Safety/Relationships 14. Personal Identity 15. Careers	· 1a – Pornography · 1b – Laws around Nude Images · 2a - Black History Month and British values · 3a– Careers versus Jobs
Autumn 2 October-December	14. Anti-bullying 15. Drugs and Alcohol 16. Relationships	· 1a – Dealing with rejection · 1b – Anti-bullying Week · 2a – Substance Abuse · 3a – Consent Refresher
Spring 1 January-February	13. Money and Careers 14. SRE 15. Relationships	· 1a – LinkedIn and Sixth Form/College · 2a – Delaying Sex and STIs · 2b – Pregnancy and Fertility · 2c – Stalking and Sexual Harassment · 3a – Misogyny and Misandry
Spring 2 February-March	10. Personal Identity 11. Mental Health and Physical Health	· 1a – Religious Holidays and Reflection · 2a – Dealing With Change · 2b – Physical Wellbeing
Summer 1 April-May	10. Personal Identity 11. Revision Strategies	· 1a – Cultures Day and Celebrations · 2a – Revision Strategies

Key Stage 5 – Year 12 PSHE 2026-2027		
Term	Topics	Sessions
Autumn 1 September-October	16. Online Safety/Relationships 17. Personal Identity	· 1a – Laws around Nude Images · 1b – Screen time and Sleep · 2a - Black History Month and British values
Autumn 2 October-December	17. Anti-bullying 18. Relationships	· 1a –Workplace bullying · 1b – Anti-bullying Week · 2a – Sexual Consent · 2b – Consent and Withdrawal · 2c – Alcohol and Drink Spiking
Spring 1 January-February	16. Money and Careers 17. SRE 18. Relationships	· 1a – Budgeting · 2a – Delaying Sex and Intimacy · 2b – Pregnancy · 2c – Sexual Harassment

		· 3a – Misogyny and Misandry
Spring 2 February-March	12. Personal Identity 13. Mental Health and Physical Health	· 1a – Religious Holidays and Reflection · 2a – Dealing With Change · 2b – Physical Wellbeing
Summer 1 April-May	12. Revision Strategies	· 1a – Revision Strategies

Key Stage 5 – Year 13 PSHE 2026-2027		
Term	Topics	Sessions
Autumn 1 September-October	18. Online Safety/Relationships 19. Personal Identity	· 1a – Online Personas and Laws · 1b – Digital Detox · 2a - Black History Month and British values
Autumn 2 October-December	19. Anti-bullying 20. Relationships	· 1a – Workers Rights · 1b – Anti-bullying Week · 2a – Sexual Consent Refresher · 2b – Healthy Relationships
Spring 1 January-February	19. Money and Careers 20. SRE 21. Relationships	· 1a – Financial commitments · 2a – Delaying Sex and Intimacy · 2b – Stealthing · 3a – Misogyny and Misandry
Spring 2 February-March	14. Personal Identity 15. Mental Health and Physical Health	· 1a – Religious Holidays and Reflection · 2a – Mindfulness
Summer 1 April-May	13. Revision Strategies	· 1a – Revision Strategies