



Relationships and Sex Education (RSE) Policy

Purpose of the Policy

To ensure that the new DFE requirements (September 2026) are implemented, including strengthened content on positive role models, challenging sexism, online risks such as AI-generated sexual imagery, and inclusive teaching of LGBTQ+ content. This policy is to give information to staff, parents, carers, governors and pupils on how it is taught and who teaches it.

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Bennerley Fields our RSE Programme has its foundation in our vision and educational philosophy which is centred on promoting independence, resilience through fostering an inclusive and supportive educational environment. We believe in offering a bespoke curriculum and integrated therapeutic offer, which in turn equips our pupils with the skills, knowledge and confidence needed to navigate the challenge of today's world and contribute meaningfully to society.

Statutory Requirements

In accordance with the Department for Education's (DfE) statutory guidance (updated for 2026), Bennerley Fields acknowledges its legal duty under the Equality Act 2010 and the Children and Social Work Act 2017 to provide a comprehensive Relationships and Sex Education (RSE) curriculum that is accessible to all pupils.

We recognize that pupils with Special Educational Needs and Disabilities (SEND) may face increased vulnerabilities; therefore, our RSE provision is purposefully differentiated and personalised to align with individual Education, Health and Care (EHC) plans and developmental stages.

Our statutory responsibility ensures that teaching is age-appropriate—respecting new 2026 content restrictions—while maintaining a high priority on safeguarding, body autonomy, and preparing pupils for the social and emotional complexities of adulthood.

Independent and published research from a wide range of academic and credible sources demonstrates that RSE contributes to improved physical and mental health for children and young people. When they have received RSE, young people are:

- More likely to seek help or speak out.
- More likely to practice safe sex and have improved health outcomes. (Sex Education Forum)

Definition of RSE

Relationships and Sex Education (RSE) is a developmental program that equips pupils with the knowledge, skills, and values to navigate the emotional, social, and physical aspects of growing up and building healthy relationships. It enables our pupils to learn about making and maintaining healthy, happy and respectful relationships, knowing how to recognise unhealthy relationships and being able to seek support, and having the information and skills to be safe online and to take responsibility for their sexual health. We recognise that not all pupils will be able to access all elements of the curriculum in the same way, so teaching is adapted to meet need to ensure that it is accessible for all and personalised as appropriate.

INTENT

Relationships and sex education (RSE) is learning 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.

The RSE curriculum is set out as per Appendices i and ii, but we may need to adapt it as and when. We have developed the curriculum in consultation with parents, carers, pupils and staff, considering the age, needs and feelings of pupils. If pupils, ask questions outside the scope of the policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Vision and Values

'Bennerley Fields recognise the unique journey of our pupils. We foster an inclusive and supportive educational environment that empowers every learner to achieve their potential. Together we achieve amazing things'.

These are woven into the aims for relationships and sex education at school, which are:

- To develop confidence, self-esteem to value themselves and others.
- To understand the range of relationships, including the importance of family, friends, and different sexualities.
- To develop confidence in communicating, listening and thinking about feelings and relationships.
- To develop emotional resilience.
- To develop self-respect, confidence and empathy.
- To prepare pupils for puberty alongside the PSHE curriculum.
- To develop understanding of sexual development.
- To provide a safe environment for discussions to take place.
- To develop understanding of online safety.
- To become healthy, independent citizens.

As Bennerley Fields have pupils aged from 2-16, all areas of primary and secondary RSE must be covered. To ensure we meet statutory requirements the curriculum has been adapted from the PSHE Association Framework for pupils with SEND, to ensure an age appropriate, developmental curriculum to meet the specific needs of our pupils. At Bennerley we ensure that pupils are supported to engage fully, that the teaching is sensitive, age appropriate and delivered with reference to the law as cited in the DFE guidance for SEND.

Independent and published research from a wide range of academic and credible sources demonstrates that RSE contributes to improved physical and mental health for children and young people. When they have received RSE, young people are:

- More likely to seek help or speak out.

- More likely to practice safe sex and have improved health outcomes. (Sex Education Forum)

Consideration is given to the 'Equality Act 2010' to ensure no pupil is discriminated against making RSE accessible to all pupils.

IMPLEMENTATION

RSE will be taught as an aspect of the Physical, Social and Health Education (PSHE) curriculum. PSHE including RSE will be delivered by staff at Bennerley Fields.

RSE is taught throughout the week and with a focused lesson timetabled during the half term. There are links to the PSHE curriculum and a continuation of some themes through both curriculums.

The focused lesson will have a theme for each half term. Our pupils will learn about:

- Self Awareness
- Self care, Support and Safety
- Managing Feelings
- Changing and Growing
- Healthy Lifestyles
- The World I live in

In addition, secondary pupils (stage 3 and 4 curriculum) will also learn about:

- Intimate and sexual relationships as part of Changing and Growing.

This also enhances the Science curriculum to prepare all pupils for the changes that adolescence brings through understanding of the human life cycle.

Learning will be adapted to meet the needs of all pupils and teachers will ensure that pupils have the opportunity for repetition to consolidate learning. Planning is sequential and builds on previous learning.

Bennerley Fields School uses the PSHE Association Education Planning Framework for Pupils with SEND Appendix 2 to map the statutory Guidance for RSE and Health Education.

See Appendix i for the coverage for both primary and secondary pupils.

Tailored Interventions for Pupils

Tailored interventions for pupils with specific needs related to SEND or who are presenting with challenging or dangerous behaviour are assessed and planned carefully. A small number of pupils may need bespoke/personalised teaching and learning from a specialist team around the child or young person. This could include, but is not limited to:

- Support to understand masturbation and how to manage this safely and in appropriate places.
- Sexually dangerous or risky behaviour which places the young person or others at risk.
- Self-injurious behaviour related to sexual development.
- Obsessive or fixated behaviour which presents a risk to self or others.
- Support for the management of menstruation in girls and young women who need additional psychosocial support.
- Intervention around harmful influences such as pornography, misogyny, deepfakes, or incel culture, where these are impacting behaviour or wellbeing.
- Support where sexual development or relationships education intersects with mental health or suicidal ideation.

Children and young people must have access to appropriate and timely support, and families will be consulted and included in the planning processes. All interventions should be documented and cocreated with the multi-agency team, including external professionals where appropriate. Careful consideration must be given to the planning of the intervention, including where it should take place, the staff delivering the content, and how they are supported through supervision and feedback after each session. This process is overseen by the SENDCo.

The class teacher may not always be the most appropriate person to lead the intervention but should be actively involved in the planning, assessment and monitoring. If there is any concern that there is a safeguarding risk to the child, family or staff member, safeguarding procedures must be followed

Use of external organisations and materials

If we were to use an external organisation to deliver RSE we will make sure that an agency and any materials used are accurate, age appropriate and unbiased and in line with our legal duties around political impartiality.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use are:

- Age appropriate
- In line with pupils' developmental stage
- Comply with this policy, the Teachers' Standards, The Equality Act 2010, The Human Rights Act 1998, The Education Act 1996.

We will only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.

Roles and Responsibilities

Governors will approve the RSE policy and oversee the curriculum.

The **RSE lead** is responsible for the implementation of the policy with the support of the head teacher. The RSE lead will monitor the policy and implement any changes when necessary.

The RSE lead seeks advice and guidance from specialist agencies as required. This includes working closely with the RSE lead for Derbyshire, keeping up to date with relevant national and local guidance and networking with other local RSE leads including those from other special schools.

The school is a BERT school (Building Effective Relationships Together) working closely with the Derbyshire RSE lead to ensure that our pupils receive the best quality sex and relationship education so that they are able to lead safe, healthy and happy lives.

Anna Shelton (RSE lead) along with Family Support Workers (Shirley Sewell and Julie Addison (zero hours)) can be contacted to discuss any matter regarding Relationship and Sex Education.

familysupport@bennerleyfields.derbyshire.sch.uk

The **head teacher** is responsible for ensuring that RSE is taught consistently across school and managing requests to withdraw pupils from the components of RSE lessons. The head will identify any key areas for improvement, staff training requirements and resources to support teaching and learning.

Teachers are responsible for delivering RSE:

- In a sensitive manner
- Modelling positive attitudes
- Monitoring progress
- Responding to the individual needs of pupils
- Reporting any safeguarding concerns or disclosures that pupils may make to a Designated Safeguarding Lead.

Pupils are expected to engage fully in RSE and when discussing issues relating to RSE to treat others with respect and sensitivity.

Parents' right to withdraw:

Parents of primary aged pupils do not have the right to withdraw their child from Relationships, Health or Science education but can from sex education.

Parents of secondary aged pupils have the right to withdraw their children from some areas of sex education within RSE up to and until the 3 terms before the pupils turn 16. [After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange this.](#)

[The headteacher of PSHE/RSE lead will discuss the request with parent/carers and take appropriate action and provide the parents/carers with their decision in writing.](#)

In consultation with parents/carers, areas of sex education that parents/ carers can withdraw their child from have been clearly identified (Appendix ii).

Requests for withdrawal should be put in writing using the form found in Appendix iii of this policy and addressed to the head teacher.

A copy of the withdrawal request will be placed in the pupil's educational record. Alternative work will be given to the pupils who are withdrawn from sex education.

Policy Development

[This policy has taken into consideration, legislation, parent/carer voice and relevant frameworks on RSE. This policy links to our Safeguarding and Child Protection policy, Behaviour policy, Anti-bullying policy, Equality, Diversity and Inclusion policy, Online safety policy and Intimate Care policy.](#)

Parents and Carers are consulted and involved in their child's RSE. Yearly meetings are held to discuss the policy, and to give them the opportunity to understand the purpose and content of Relationship and Sex Education at Bennerley Fields. These opportunities allow parents and carers to understand and ask questions about the school's approach and helps to increase their confidence in the curriculum.

Training

Staff are trained on the delivery of RSE through planned meetings as part of our continuing professional development calendar and receive up-to-date information and opportunities to seek support and advice from the PSHE lead or external professionals.

IMPACT

Monitoring Arrangements

The delivery of RSE is monitored by Anna Shelton PSHE/ RSE lead through:

- Learning walks
- Book/ work scrutiny
- Lesson planning and observation
- [Learning Outcome booklets](#)
- Feedback from staff, parents/carers and pupils
- Staff meetings to review, share ideas and discuss the content of the learning processes.
- [Pupil voice](#)

Review date: [April 27](#)

Reviewed: Yearly

TO BE AMENDED

Appendix i

RSE Curriculum Coverage.

Bennerley Fields School uses the PSHE Association Education Planning Framework for Pupils with SEND Appendix 2 to map the statutory Guidance for RSE and Health Education.

These are topics covered at Stage 1 and 2 covered in relationship and health education.

Primary Pupils are working towards: (Stage 1 and 2 of Bennerley Fields Curriculum).

Families	<ul style="list-style-type: none">• I can say what a family is.• I can list who is in my immediate and wider family.• I can describe some of the characteristics of a good family life.• I can say how my family care for me.• I can describe and recognise different types of families.• I can identify adults who are in long term relationships (e.g. married, civil partnerships, living together, engaged.)
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Respectful Relationships	<ul style="list-style-type: none"> • I can demonstrate respect in my interactions. • I can say how others treat me with respect. • I can describe how the Bennerley Attitudes promote respectful relationships. • I can ask for help/ or repair a relationship after falling out. • I can accept and tolerate the differences of others. (including LGBTQ) • I can explain that some behaviours in a relationship are unacceptable.
Being safe	<ul style="list-style-type: none"> • I can state the difference between a 'secret' and a 'surprise'. • I can explain that my body belongs to me. • I can say no to an unwanted interaction. • I can list safe and appropriate ways of touching others and being touched. • I can state the parts of my body that are private. • I can sort private and public places. • I can remember who to tell if I feel unsafe.
Online Safety/ Online Relationships	<ul style="list-style-type: none"> • I can describe why I need a password online. • I can describe simple ways of keeping safe online. • I can list what I should and should not share online. • I can state who I should be friends with online. • I can list who to tell if am worried about online activities. • I can choose the benefits of limiting my time spent online. • I can explain why some games have age limits.
Changing and Growing	<ul style="list-style-type: none"> • I can recognise stages of development (human life cycle) • I can use appropriate names for body parts. • I can use appropriate language for male and female bodies. • I can identify how my body physically changes. • I can describe physical changes for males and females. • I can identify appropriate and inappropriate touch. • I can remember how to say no to touch.
Basic First Aid	<ul style="list-style-type: none"> • I can explain when it is necessary to phone 999. • I can demonstrate what to do if someone has fallen over. • I can demonstrate what to do if someone has a small cut. • I can demonstrate what to do if someone has bumped their head.

Secondary Pupils are working towards: (Stage 3 and 4 of Bennerley Fields Curriculum).

Families	<ul style="list-style-type: none"> • I can explain the importance of families.
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	<ul style="list-style-type: none"> • I can describe the roles and responsibilities within a family. • I can describe the roles and responsibilities of a parent or those with parental responsibility. • I can describe the positive characteristics within a healthy family: e.g. trust, care, respect. • I can describe some of the different family structures including same sex parents. • I can explain what marriage is and the characteristics of other long-term relationships and that it should be with consent.
Respectful Relationships	<ul style="list-style-type: none"> • I can describe how the Bennerley Attitudes promote respectful relationships. • I can explain what a positive and healthy friendship is like. • I can describe some of the boundaries that are important in a relationship. • I can demonstrate that I am able to repair broken relationships. • I can demonstrate respect and tolerance for differences in others. (including LGBTQ)
Being safe	<ul style="list-style-type: none"> • I can state the difference between a 'secret' and a 'surprise'. • I can explain that my body belongs to me and the right to consent. • I can describe appropriate ways of touching others and being touched. • I can state the parts of my body that are private. • I can explain the difference between private and public places. • I can remember who to tell if I feel unsafe. • I can describe some of the laws to keep us safe, e.g. sexual exploitation, domestic abuse, forced marriage, FGM. • I can describe how smoking, drinking and drugs can affect people health. • I can explain facts about the law and harmful substances.
Online Safety/ Online Relationships	<ul style="list-style-type: none"> • I can describe how and why to use secure passwords. • I can describe strategies to keep safe online. • I can list what is appropriate to share online and that it is illegal to share some content online. • I can state who I should be friends with online and the dangers associated with 'talking' to people online. • I can list who to tell and what to do if am worried about online activities. • I can explain the benefits of limiting my time spent online. • I can explain why games have age limits. • I can explain what is meant by social media. • I can identify what I should do before I 'like', 'forward' or 'share' on social media and how to keeps safe. • I can explain what content is not appropriate to look at online (porn, child images, harmful content.)
Intimate and Sexual Relationships.	<ul style="list-style-type: none"> • I can explain what consent means. • I can demonstrate how to ask for permission in different contexts and demonstrate that I can say no. • I can identify different types of relationships including intimate relationships. • I can explain that marriage (including same sex) are choices some couples might make. • I can explain that I may have feelings for others that is more than friendship. • I can explain what happens during sex and the legal age of consent.

	<ul style="list-style-type: none"> • I can explain the consequences of sex may include pregnancy and STIs. • I can list some forms of contraception. • I can explain the appropriate and inappropriate relationship behaviours in public places. • I can identify stages of reproduction, pregnancy and birth. • I can name where to get help if worried about sexual behaviours.
Basic First Aid	<ul style="list-style-type: none"> • I can explain when it is appropriate to call 999 and what will happen when I ring. • I can demonstrate how to administer basic first aid. • I can explain when it is appropriate to get help and first aid is not sufficient. • I can explain when CPR is needed and what a defibrillator is.

Please remember this is guidance, as a school we have a duty of care to adapt and differentiate the curriculum to meet the needs of the school community. All classes will adapt and deliver outcomes suitable to the learning needs of the individual pupils in each class group.

Appendix ii

Parents/carers have the right to withdraw their child from the sex education (see second column above) within RSE up to and until the 3 terms before the pupil turns 16.

However, if the topic is covered in relationships, health or science education there is no right to withdraw your child from the lesson.

Secondary Topics (Stage 3 and 4) covered in Relationships, Health or Science Education	Secondary Topics (Stage 3 and 4) covered in Sex Education
<ul style="list-style-type: none"> • Concept and law regarding sexual consent, harassment, exploitation... 	<ul style="list-style-type: none"> • Facts about reproductive health
<ul style="list-style-type: none"> • How to communicate and recognise consent including sexual consent and how and when consent can be withdrawn. 	<ul style="list-style-type: none"> • Facts about the full range of contraceptive choices, efficiency and options available
<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship 	<ul style="list-style-type: none"> • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
<ul style="list-style-type: none"> • Fertilisation, gestation and birth 	<ul style="list-style-type: none"> • Prevalence of STIs
<ul style="list-style-type: none"> • Know that there are choices in relation to pregnancy (contraception) 	
<ul style="list-style-type: none"> • Where they could go for help/advice if needed. 	
<ul style="list-style-type: none"> • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing 	
<ul style="list-style-type: none"> • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others 	
<ul style="list-style-type: none"> • The structure and function of the male and female reproductive system. 	
<ul style="list-style-type: none"> • Changing adolescent body, puberty, menstrual cycle and menstrual wellbeing 	



Appendix iii Parent/ Carer Form: withdrawal from Sex Education within RSE.

TO BE COMPLETED BY PARENT/CARER			
Name of pupil		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationship and sex education			
Any other information you would like school to consider			
Parent signature			

TO BE COMPLETED BY SCHOOL	
Agreed actions from discussion with parents	
Signed	
Date	



RSE Policy

Version	Reviewed in School	Approved by GB/SLT/HT/IG	Ratified at LGB	Minute Number
1	22/3/23	27/3/23	-	-
Review Requirement:		1 Year		
Approval Level:		SLT		

Version	Reviewed in School	Approved by GB/SLT/HT/IG	Approved on GVO on
2	28.03.2024	SLT	24.04.2024
2.1	15.05.2025	SLT	09.06.2025
Review Requirement:		1 Year	
Approval Level:		SLT	