



Defence
Children
Services

DCS Directive 3.2.27

Relationships and Sex Education

DCS Sep 24 v1.0

General

Authorisation	Head DCS
Senior Responsible Owner	CEdO
Point of Contact	POLRA
Review Date	July 2025
	DfE Early Years Foundation Stage (EYFS) Framework
	DfE Keeping Children Safe in Education 24
	DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education
	JSP 342 Education of Service Children Overseas
	DfE National Curriculum KS1 - 4
	DCS Policy Directive 3.2.1 Safeguarding
	DCS Policy Directive 3.2.10 Behaviour
Related Policy/Guidance	DCS Policy Directive 7.1.1 Data Protection

1. Aims

The aims of relationships and sex education (RSE) at DCS Schools and Settings and the guidance within this Policy Directive¹ 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

2. Statutory requirements

In DCS, we aim to mirror, wherever practicably possible, RSE teaching as set out in the Statutory EYFS and DfE Statutory Guidance on Relationship Education, Relationships and Sex Education and Health Education 2021².

¹ Consideration has been given as to whether this Policy Directive complies with the Public Sector Equality Duty, and it has been concluded that the duty has been complied with.

² [DfE Guidance RSE 2021](#)

3. Definition

In all overseas locations the MOD seeks, wherever possible, to align its educational policy with the principles laid out in DfE policy. RSE is about the emotional, social and cultural development of pupils, 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.

4. Curriculum

Schools and Settings can draw upon different schemes to teach RSE. The School's and Setting's curriculum consider the age, developmental stage, needs and feelings of DCS' pupils. If pupils ask questions outside the scope of the curriculum expectations, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. DCS will share all curriculum materials with parents and carers upon request.

5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

In Early Years

As the Relationships Education statutory guidance refers to children starting at Key Stage One, DCS Schools and Settings follow the statutory framework for the Early Years Foundation stage for children aged 0-5 in Early Years. The children work towards the specific PSED (Personal, Social and Emotional Development) and UTW (Understanding The World) Early Learning Goals which relate to elements of relationships education:

In Primary Schools

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Primary sex education will focus on:

- Preparing children for the changes that adolescence brings
- How a baby is conceived and born

In Secondary Schools

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

DCS Schools and Settings will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Inclusivity

DCS Schools and Settings will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

DCS Schools and Settings will also:

- Ensure pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole class setting
 - Small groups or targeted sessions
 - One to-one discussions
 - Digital formats
- Consider the level of differentiation needed to support individual pupils.

In Early Years aspects of RSE that relate to the PSED and UTW Development Matters Statements and Early Learning Goals will be approached and taught through circle times, modelling behaviour and weekly targets. These will be planned but incidental opportunities are also used as teaching points as and when they arise.

Use of resources

DCS Schools and Settings will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

6. Use of external organisations and materials

The Head Teacher and/or Setting Manager remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

DCS Schools and Settings 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
- Are in line with pupils' developmental stage
- Comply with this Policy Directive, JSP 342 and the relevant government advice and legislation³

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed

Ask to see in advance any materials that the agency may use

Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers. The DCS Policy Directive 7.1.1 Data Protection should be followed.

Remind teachers that they can say "no" or, in extreme cases, stop a session

³ [DfE Teaching Standards](#), [Equality Act 2010](#), [Human Rights Act 1998](#)

Make sure that the teacher is in the room during any sessions with external speakers

Share all external materials with parents and carers

DCS Schools and Settings must not, under any circumstances work with external agencies that take or promote extreme political positions or use materials produced by such agencies, even if the material itself is not extreme.

8. Roles and responsibilities

8.1 The Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the School, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from components of RSE (see section 9).

8.2 Staff

DCS School and Setting staff are responsible for, delivering RSE in a sensitive way, modelling positive attitudes to RSE, monitoring progress, responding to the needs of individual pupils. They must respond appropriately to pupils whose parents/carers wish them to be withdrawn from the components of RSE 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 Head Teacher.

8.3 Pupils

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

9. Parents' right to withdraw

In DCS' Primary School,⁴ parents/carers do not have the right to withdraw their child from relationships education. However, they do have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in **Annex D** of this Policy Directive and addressed to the Head Teacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex education⁵. Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE up to and until 3 terms prior to the child turning 16. If at the age of 16, the child wishes to receive sex education rather than being withdrawn, the School will arrange this. Requests for withdrawal should be put in writing using the form found in **Annex D** of this Policy Directive and addressed to the Head Teacher. A copy of withdrawal requests will be placed in the pupil's educational record and held in compliance with DCS Policy Directive Records Management 7.1.2. Alternative schoolwork will be given to pupils who are withdrawn from sex education.

⁴ See points 45-50 of the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

⁵ In DCS' Secondary Schools see points 45-50 of DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

10. Safeguarding

There is a focus on keeping children safe, and Schools can play an important role in preventative education. Keeping Children Safe in Education (KCSIE) 24 sets out that all Schools and Settings should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum⁶.

11. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as School nurses or sexual health professionals, to provide support and training to staff teaching RSE.

12. Monitoring arrangements

The delivery of RSE is monitored through class teachers (for pupil's learning and progress) as part of the teacher's own internal assessment systems, the School's internal monitoring arrangements and DCS Quality Assurance Processes.

⁶ For further information on this, see points 116-122 of DFE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

DCS RSE Primary Schools Curriculum Map

Early Years Good Level of Development (GLD)

Children work towards the following PSED (Personal, Social and Emotional Development) and UTW (Understanding the World) Early Learning Goals which relate to elements of Relationships Education:

Self-Regulation

Children at the expected level of development will show an understanding of their own feelings and those of others, begin to regulate their behaviour accordingly, set and work towards simple goals, be able to wait for what they want and control their immediate impulses when appropriate, give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Children at the expected level of development will be confident to try new activities and show independence, resilience and perseverance in the face of challenge, explain the reasons for rules, know right from wrong and try to behave accordingly, manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

Children at the expected level of development will work and play cooperatively and take turns with others form positive attachments to adults and friendships with peers, show sensitivity to their own and to others' needs.

People, Culture and Communities

Children at the expected level of development will describe their immediate environment using knowledge from observation, discussion stories, non-fiction texts and maps. They will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. They will explain some similarities and differences in this country and life in other countries, drawing from knowledge from stories, non-fiction texts and (when appropriate) maps.

Primary Schools Outcomes

TOPIC:	PUPILS SHOULD KNOW:
<p>Families And People Who Care About Me</p>	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
<p>Caring Friendships</p>	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful Relationships	<ul style="list-style-type: none">• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs• Practical steps they can take in a range of different contexts to improve or support respectful relationships• The conventions of courtesy and manners• The importance of self-respect and how this links to their own happiness• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help• What a stereotype is, and how stereotypes can be unfair, negative or destructive• The importance of permission-seeking and giving in relationships with friends, peers and adults
Online Relationships	<ul style="list-style-type: none">• That people sometimes behave differently online, including by pretending to be someone they are not• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met• How information and data is shared and used online

Being Safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they are heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice e.g., family, school and/or other sources

Secondary Schools Outcomes

TOPIC	PUPILS SHOULD KNOW:
Families:	<ul style="list-style-type: none">• That there are different types of committed, stable relationships• How these relationships might contribute to human happiness and their importance for bringing up children• What marriage is, including their legal status, e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony• Why marriage is an important relationship choice for many couples and why it must be freely entered into• The characteristics and legal status of other types of long-term relationships• The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

Respectful Relationships, Including Friendships:

- The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice)
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online And Media:	<ul style="list-style-type: none">• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them• What to do and where to get support to report material or manage issues online• The impact of viewing harmful content• That specifically sexually explicit material e.g., pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail• How information and data is generated, collected, shared and used online
Being Safe:	<ul style="list-style-type: none">• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

Intimate And Sexual Relationships, Including Sexual Health:

- 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
- 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
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or to enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy including miscarriage
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- 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
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

DCS RSE Form A - Withdrawal from Sex Education within RSE
(Official-Sensitive-Personal when complete)

To be completed by parents/carers			
Name of child:		Class:	
Name of parent/carer:		Date:	
Reason for withdrawing from Sex Education within relationships and Sex Education:			
Any other information you would like the school to consider:			
Parent signature:			
To be completed by the School			
Agreed actions from discussion with parents/carers:			