



RSHE Policy

Author	Mr M Allen Assistant Vice Principal		
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Vision & Objectives

Vision

At DSTC we believe that our high quality Relationships and Sex Education (RSE) will stay with our students for life. RSE is delivered through Individual Character Education (ICE) lessons, PSHE at DSTC. RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. RSE at DSTC is pioneering an innovative curriculum fit for the world our young people are living in. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of our girls being involved in unhealthy and abusive relationships. At DSTC we are committed to the important role that RSE plays in education and we aim to build on the RSE programmes covered in Primary School. The theme of consent underpins all of our RSE workshops and lessons. We introduce students to the importance of consent from Year 7 and this is revisited on a yearly basis and adapted to the age of each year group.

Objectives

At DSTC our Individual Character Education (Relationships and Sex Education) Programme seeks to:

- Be age **appropriate and differentiated** to the needs of the students including SEND.
- Present information in an objective, balanced and sensitive manner
- Encourage the **development of social skills and strategies**, which will **reduce the risk** of exploitation, misunderstanding and abuse
- Be fully **inclusive of all genders, sexual orientations and all types of families (LGBT inclusive)**
- Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent
- Reinforce the importance of **loving relationships**, rooted in **mutual respect**
- Explore the skills needed for **effective parenting** and how to assess one's readiness to be a parent
- To represent all types of families and to explore the different methods for starting a family
- To ensure that Minority Ethnic Groups, LGBT and people with disabilities are positively represented in our curriculum
- Ensure students can identify the qualities of **healthy and unhealthy relationships**
- Allow students to examine the physical and emotional implications of sexual behaviour and to explore the reasons for **delaying sexual activity**
- Make students aware of how and where to **seek help** if they are in an unhealthy or abusive relationship or just feel uncomfortable or pressurised.
- Prepare students for the journey from **adolescence to adulthood**
- Provide students with a safe environment to learn about **sexual orientation and gender identity**, reinforcing the importance of mutual respect and tackling LGBT misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
- Ensure that students have a clear understanding of **sexual and reproductive biology**, including knowledge of sexual health: HIV and other sexually transmitted diseases

- Ensure students understand the different risks associated with various types of sexual activity and understand how to engage in **safe sexual activity** by exploring a range of **contraception**
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes
- Develop students' understanding of the dangers of pornographic material (and the law around sending photos of this nature)

1. Legal Requirements

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of policy regarding RSE and make it available to parents on request. This policy complies with DfE Guidance on Sex & Relationships Education (0116/2000) and the supplementary guidance Sex & Relationships Education for the 21st Century 2014.

From September 2020 the guidance document '***Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers***' has become statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including student referral units. **See appendix 1 for further information on curriculum content.**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

2. Course Content

Our RSE curriculum is made available to parents on request. Our curriculum content will cover the required themes as set out in ***Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers***- See appendix 2 for our programme of study in each year group.

- Family
- Respectful relationships
- Online and media
- Being safe within relationships
- Intimate and sexual relationships, including sexual health

RSE curriculum for SEN students

Where possible all students will remain with their class for RSE lessons. Students with SEN or students who have been identified as likely to need SEMH support with RSE could either receive the support of a Independent Support Assistant (ISA) during these lessons, or

arrangements will be made for specific students to be withdrawn from RSE lessons with the rest of their class to receive a differentiated version of the programme delivered within the SEND (Special Educational Needs Department). The SENCO and RSE Lead will make the relevant plans at the start of each academic year.

3. Sensitive or Controversial Topics

1. During RSE lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer students' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play
2. If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting
3. Teachers should establish a set of ground rules so that young people are aware of parameters.
4. Students should never be asked to disclose their sexual orientation or personal information about themselves or others
5. Teachers and students will show respect for all genders, sexualities and different types of families
6. Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures
7. Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
8. HIV/AIDS - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind, and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions about HIV.
9. Teachers should also be aware that they may be dealing with students who are HIV positive or who have close links with others who are.
10. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly.
11. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM.

4. Organisation and Delivery

1. "Relationships and Sex Education (RSE) and Health Education" is taught in: Y7-13 through ICE lessons, supplemented by assemblies and curriculum days.
2. All students within the school have equal access to "Relationships and Sex Education (RSE) and Health Education". Topics are revisited in order to allow provision for previous absence and different levels of understanding, maturity and learning abilities (a spiral curriculum).
3. Identified SEN students will receive a differentiated "Relationships and Sex Education (RSE) and Health Education" programme as required (outlined in section 3 Course Content).
4. Teachers and all those contributing to "Relationships and Sex Education (RSE) and Health Education" will work within an agreed framework as set out in this policy.
5. DSTC will work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects current best practice.

5. Working with Parents

1. Parental support is integral to the success of our “**Relationships and Sex Education (RSE) and Health Education**” curriculum. While we have an educational and legal obligation to provide young people with Relationships & Sex Education we respect the primary role of the parents in educating their children about these matters.

Right to be excused from sex education (commonly referred to as the right to withdraw)

In secondary education from September 2020:

Parents will be able to withdraw their child from any aspect of “Relationships and Sex Education (RSE) and Health Education” (other than those which are part of the science curriculum, up to and until three terms before the age of 16). After that point, the guidance states that ‘if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.’ Where pupils are withdrawn from sex education, schools should document the process and will have to ‘ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.’

6. Confidentiality

1. Effective Individual Character Education (ICE) - “Relationships and Sex Education (RSE) and Health Education” should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that that person should be their parent or carer. The law allows health professionals to see and in some circumstances to treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.
2. When a member of staff learns from an under 16 year old that they are having, or are contemplating having sexual intercourse, they must refer the matter to the schools Designated Safeguarding Lead, or if a 16 year old student is contemplating having sexual intercourse with a student below the age of 16, who will lead on the most appropriate course of action in line with the school’s Safeguarding Policy.

The Designated Safeguarding Lead (DSL) at DSTC is Mrs Deborah Ellis (Senior Vice Principal).

- Safeguarding Referral Form - [Safeguarding Referral Form](#)

7. The Role of Health Professions in the Delivery of Relationships and Sex Education

The school will work with health professionals in the development and implementation of the schools Relationships & Sex programme. Any visitors used to help in the delivery of the Relationships & Sex Education programme will be clear about the boundaries of their input and will be aware of the Relationships & Sex Education curriculum; relevant school policies and their work will be planned and agreed in advance.

8. Monitoring and Evaluation

The implementation of this policy will be monitored and evaluated through the normal processes of Departmental Review via Individual Character Education that apply to all areas of the curriculum. This policy will be reviewed by the Governors biannually.

9. Linked Policies

- Safeguarding Policy including E-safety & Anti-Bullying

Families	<p>Students should know</p> <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 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	<p>Students should know</p> <ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) include: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
	<ul style="list-style-type: none"> • 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	<p>Students should know</p> <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. <p>The impact of viewing harmful content.</p> <ul style="list-style-type: none"> • 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	<p>Students should know</p>
	<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	<p>Students should know</p> <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. • 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 and menopause. • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring 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.
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Appendix 2

Individual Character Education at DSTC: Overview

(SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL)

<https://www.pshe-association.org.uk/>

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including understanding resilience and emotional feelings	Developing skills and aspirations Understanding the role of the media and its influences through the media and beyond.	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Diversity Diversity, prejudice, and bullying	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies. Revisiting resilience and dealing with emotions.	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work. The journey 'from school to life', making choices, overcoming obstacles, roadblocks and decision making at forks in the road.	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use, smoking and vaping	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception.	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks

Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work
Year 11	Building for the future Self-efficacy, stress management, and future opportunities. Marketing yourself and employment opportunities.	Next steps Application processes, and skills for further education, employment and career progression Careers in core subjects	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	EXAMINATION PERIOD

Year 12	Transition to Post 16 Including: Self concept Skills and strategies to manage moving to Post-16 Mental and emotional well-being including Relaxation Personal safety (OSA)	Careers, Finance and Independence Employability skills, computer literacy skills, different jobs, apprenticeships and personal presentation Plagiarism	Healthy Relationships Including: Relationship values; Consent; Contraception and parenthood	Exploring Influence Different classes of drugs and the risks and consequences involved Body image and self-esteem cosmetic procedures	Relationships Addressing extremism and radicalisation honour based violence; unhealthy relationships	Work experience Preparation for and evaluation of work experience and readiness for work
Year 13	Health and Well-Being: Emotional Health Healthy lifestyles/Risk and safety	Careers - Financial choices and employment rights Financial choices Employment rights and responsibilities Media literacy	Relationships: Toxic relationships: Toxic Masculinity; Controlling relationships; Tolerating intolerance	Lifestyle choices around independent living Emotional well-being, self-concept and lifestyle choices around independent living	Living Independently Relationships outside the home moving away	EXAMINATION PERIOD