

## **Relationships Education, Relationship and Sex Education (RSE) and Personal, Social and Health Education Policy**

**This policy is reviewed on an annual basis**

Annual Policy reviewed by: **Senior Vice Principal (Pastoral) July 2025**

Next Review: **July 2026**

**This policy has been approved by SLT and adopted on behalf of the Governors, and is addressed to all members of staff and volunteers and is available on the school's portal. It is available to parents on request. It applies wherever staff or volunteers are working, including when this involves being away from the school.**

Sex and Relationship Education (RSE) Policy

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## **Sex and Relationship Education (RSE) Policy**

### 1. Introduction

DLD College values and respects the variety of nationalities, backgrounds and cultural traditions among its students and staff.

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care.

It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate.

This policy follows the guidance outlined in the following documents:

- DfE Relationships, Relationships and Sex Education and Health Education guidance 2019
- The Equality Act 2010

### 2. Aims

To give students opportunities to learn about three key areas:

#### **Attitudes and values**

- Learning the importance of values, individual conscience and moral considerations.
- Learning the value of family life and stable loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and exploring moral dilemmas and developing critical thinking as part of decision making.

#### **Personal and social skills**

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict and learning how to recognise exploitation and abuse and developing strategies to deal with these issues.

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### **Knowledge and understanding**

- Learning and understanding physical development at appropriate stages.
- Understanding their own mental health wellbeing and the range of advice and support available.
- Understanding human sexuality, reproduction, sexual health emotions and relationships.
- Learning about contraception and the range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay.
- The avoidance of unplanned pregnancy and sexually transmitted infections.
- Understanding the implications of on-line relationships and knowing how to manage them safely.

### **3. Delivery**

Sex and Relationship Education (RSE) is carefully planned and delivered through:

- Timetabled, staff-led personal, social, health and economic education (PSHE).
- Assemblies with a variety of speakers.
- Specified science lessons.
- PSHE Association and other approved resources are used to deliver content.

Assemblies and PSHE tutor sessions are a time when groups within the school meet together in order to learn about and reflect on common concerns, issues and interests. Assemblies and PSHE take place for two 35 minute sessions per week for Upper School (Y8/9/10/11) and one 35 minute session each week per week in the Sixth Form (Year 12 and above). Upper School PSHE is delivered by members of SLT.

Visitors are welcomed to speak on specialist subjects from time to time (for example the Police Community Liaison Officer speaking about personal safety, a veteran on Remembrance Day and a specialist nurse informing students about consent and Sexual Health.)

Students arrive in years 8, 9, 10, 11, 12, 13 and 14 and some are Compulsory School Age (CSA). The age range is 13 to 21 years and RSE provision is both age and course appropriate. Students follow the Life Lessons programme of study.

All students receive PSHE via their tutor period and guest speakers covering topical issues such as:

- Values
- Self development and self regulation.
- Future planning.
- Tolerance and Equality (including LGBTQ+)
- Dangers and consequences of risk-taking behaviour including drugs and gambling
- Consent and social safety
- Online safety
- Anti-radicalisation

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### 4. National Curriculum Science

At secondary school, the National Curriculum in Science requires that the following elements of RSE should be taught:

#### KEY STAGE 4

- The way in which hormonal control occurs, including the effects of sex hormones.
- Some medical uses of hormones, including the control and promotion of fertility.
- The defence mechanisms of the body.
- How sex is determined in humans.

### 5. Roles and responsibilities

The Head of PSHE researches and plans the schedule and content of Assemblies and PSHEE/RSE, using external specialist support as necessary. Resources will be placed on Teams, for all tutors to access.

Teachers are given training on how to deliver the content and how to respond to difficult questions.

If a question asked is too personal or explicit, the teacher should, in consultation with Tutors, Housemasters/Mistresses or the Head of PSHE point the student to an appropriate agency, such as the school nurse, GP or school academic mentor.

All staff must follow the Safeguarding Policy when a disclosure is made.

Details of the material delivered in PSHE is available to parents of CSA students via the Abbey DLD Portal Portal.

Parents have the right to withdraw their child from some, or all, RSE lessons, but not statutory science lessons as detailed below.

### 6. Procedures

The following are recommended guidelines for specific sex and relationship incidents. Each incident is unique and therefore the guidelines should be used as a reference rather than a set of rules.

Staff, students, carers, hosts, parents and anyone associated with the school community can contact the Designated Safeguarding Lead (DSL) with concerns regarding anyone in the community regarding sex and relationships. Staff

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should be alert to changes in a student's behaviour or any signs that a student may be at risk. This includes concerns on school trips, in the holidays and concerns relating to pre-admission to the school.

Staff have a duty of care to report any welfare concerns to the DSL immediately and provide a full and detailed report of the concern. This includes any disclosures from any member of the school community to staff, and disclosures must be shared immediately.

From time-to-time questions may be raised by students which staff may have difficulty in addressing, due to its nature and content. The staff member in question is not required to answer such questions immediately. In such cases they are advised to defer a reply and consult the Designated Safeguarding Lead before taking further action. Teachers and tutors are urged to use their skill, good sense and discretion in such situations. The recommended ground rules involve the students being able to ask anything they wish as long as they respect the right of both staff and other students not to answer questions if they do not wish to.

### **7. Right to Withdraw**

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the student turns 16. After this point, if the student wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing to the Senior Vice Principal (Pastoral). A copy of withdrawal requests will be placed in the student's educational record. Upon receipt of the request to withdraw the Senior Vice Principal (Pastoral) will first arrange a meeting with parents to discuss the request and take appropriate action.

Alternative educational provision will be provided for students withdrawn from RSE.

### **8. Monitoring and review**

A central plan and record of the themes and content of assemblies and PSHE time is kept.

Staff must make sure that no student is pressured to join a group, club or society.

The school aims to take a common-sense approach to securing balance and ensure issues are discussed in a fair and dispassionate way and that alternative viewpoints are considered.

The content is reviewed and amended annually in light of Government guidance, student/staff feedback and parental comments.

### **9. Other policies / documents to note**

- PSHE Scheme of Work
- Safeguarding Policy

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- Antibullying Policy
- Wellbeing Policy
- Prohibited Substances policy
- No Smoking Policy
- Medical Policies
- DfE Relationships, Relationships and Sex Education and Health Education guidance
- The Equality Act 2010