

RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION POLICY In Support of the PSHEE Programme

This document which applies to the whole college inclusive of boarding is publicly available on the college website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the college office.

This policy sets out David Game College's approach to Relationships Education, Relationships and Sex Education (RSE), and Health Education, including curriculum intent, delivery model, safeguarding alignment, inclusion, parental engagement, and governance oversight. It reflects the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (July 2025; implementation from 1 September 2026).

Where students join the College mid-year or mid-key stage, the College will take reasonable steps to identify any gaps in RSHE learning and ensure students have access to missed statutory content through PSHEE, tutorial systems, pastoral provision or targeted catch-up, without compromising safeguarding delivery.

Scope and Application: This policy applies to all Relationships Education, Relationships and Sex Education (RSE), and Health Education delivered at David Game College to students in Key Stage 4 and Key Stage 5. It encompasses provision delivered within the structured PSHEE curriculum; through subject disciplines including National Curriculum Science, Physical Education and Computing; through tutorial and pastoral systems; within boarding provision and residential life where applicable; during enrichment activities, visiting speaker programmes and educational visits; and through preventative safeguarding interventions where themes overlap with RSHE content.

The policy applies to all adults working with students, including teaching staff, pastoral staff, boarding staff, support staff, agency staff, contractors, volunteers, visiting speakers, trainee teachers, students on placement and members of the Governance Advisory Board. All adults working with students share collective responsibility for upholding the safeguarding principles embedded within this policy. All new employees confirm that they have read and understood this policy as part of safeguarding induction. The policy is publicly available on the College website and may be obtained in alternative formats upon request.

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality Policy
- Online Safety Policy
- Filtering and Monitoring Policy
- PSHEE Policy

The College adopts a whole-College safeguarding approach in which RSHE is integrated into behaviour expectations, boarding standards, digital conduct and pastoral culture.

Reviewed: February 2026

Next Review: February 2027

Signed

John Dalton
Principal

Remi Ferguson
Designated Safeguarding Lead

Boarding-Specific Safeguarding Integration (Scope Statement)

Where boarding provision applies, RSHE safeguarding principles are reinforced through residential routines, supervision expectations, and house systems. The College ensures that reporting routes, staff responsibilities, and expectations relating to privacy, boundaries, online safety and peer conduct are consistently communicated and applied within residential settings, including evenings and weekends, in line with the Safeguarding and Child Protection Policy, Behaviour Policy, and Online Safety Policy.

David Game College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

Legal and Regulatory Framework

This policy reflects and complies with:

- The Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (July 2025; implementation from 1 September 2026)
- Keeping Children Safe in Education (current statutory guidance in force)
- The Education (Independent School Standards) (England) Regulations (ISSR)
- The Equality Act 2010
- The SEND Code of Practice (0–25 years)
- The Sexual Offences Act 2003
- DfE guidance on Sexual Violence and Sexual Harassment between children in schools and colleges
- Guidance relating to filtering and monitoring standards

The College recognises that the July 2025 revised statutory guidance strengthens expectations in several areas, including clear distinction between Relationships Education, Sex Education and Health Education; developmentally sequenced curriculum design; biological accuracy and scientific clarity; neutrality in relation to contested ideological perspectives; enhanced parental transparency; stronger emphasis on misogyny and violence against women and girls; emerging digital harms, including AI-generated sexual imagery; and reinforced safeguarding alignment. The College will ensure that all elements of the revised guidance are fully embedded into practice prior to September 2026. The Governance Advisory Board monitors compliance annually.

Definitions and Distinction Between Curriculum Areas

In accordance with statutory guidance, the College distinguishes clearly between Relationships Education, Sex Education and Health Education. This distinction is integral to curriculum design, safeguarding clarity and parental transparency.

Relationships Education focuses on the development of knowledge and skills necessary to form, maintain and recognise healthy relationships across a range of contexts, including friendships and peer relationships; family relationships; intimate partnerships; professional and authority relationships; and online relationships. It includes explicit teaching on respect, dignity and equality; personal boundaries and autonomy; consent as a relational principle; recognition of unhealthy dynamics; prevention of harassment and abuse; and safeguarding and reporting routes. Relationships Education is mandatory and not subject to parental withdrawal.

Sex Education refers specifically to teaching about human sexual activity and sexual health. At David Game College this includes reproductive biology and fertility; contraceptive methods, effectiveness and correct use; sexually transmitted infections (including HIV); pregnancy, miscarriage and fertility; pregnancy options (parenting, adoption, abortion); access to confidential sexual health services; and the legal framework relating to sexual conduct. Sex Education is delivered in a factual, medically accurate, developmentally appropriate and impartial manner. It is embedded within safeguarding principles and is not delivered in isolation from relationships education. Parental withdrawal rights apply only to non-statutory Sex Education elements, except where content forms part of the National Curriculum for Science.

Health Education focuses on physical and mental wellbeing and includes emotional regulation and resilience; stress management; substance misuse and risk awareness; body image and eating disorders; preventative health behaviours; and basic first aid awareness where appropriate. Health Education is mandatory and not subject to withdrawal.

Rationale

Relationships and Sex Education and Health Education are central to safeguarding and to preparation for adult life. Students aged 14–18 are navigating increasing independence, exposure to digital culture, peer influence and adult responsibilities. They may encounter intimate relationships; online exploitation risks; sexualised media narratives; peer pressure; substance misuse environments; and transition to university, employment or independent living. The College recognises that some older students may already be sexually active. The purpose of Sex Education is not to promote early sexual activity, but to provide accurate knowledge that reduces risk, prevents exploitation and supports lawful, respectful conduct. The curriculum is protective in nature.

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It aims to prevent harm, challenge abusive norms and equip students to recognise coercion, manipulation and exploitation. The College adopts a whole-College safeguarding approach. Expectations regarding respect, equality and consent are reinforced through behaviour standards, boarding life and pastoral systems.

Principles and Ethos

RSE and Health Education at David Game College are grounded in safeguarding, respect, equality and lawful conduct. In line with the July 2025 statutory guidance, the curriculum is designed to be age-appropriate and developmentally sequenced; evidence-based and grounded in safeguarding priorities; factually and biologically accurate; legally precise; neutral in relation to contested political or ideological perspectives; transparent in rationale and curriculum design; and inclusive and compliant with the Equality Act 2010.

Biological content relating to sex and reproduction is taught accurately in accordance with established scientific understanding. Teaching does not present contested viewpoints as fact. The College actively challenges misogyny, sexism, racism, homophobia, transphobia, ableism and harmful stereotypes. Teaching explicitly addresses the links between misogyny, sexism and violence against women and girls. Students are supported to recognise how harmful attitudes and cultural norms may contribute to harassment and abuse. Parents and carers are recognised as key partners. The College works collaboratively with families while fulfilling statutory safeguarding duties.

Cultural, Faith and Community Sensitivity

The College recognises the diversity of cultural, faith and community backgrounds within its student body, including within boarding provision. RSHE teaching presents legal and medical facts clearly and without bias, while acknowledging that families may hold different moral or religious perspectives. Staff facilitate discussion respectfully and professionally, without endorsing discriminatory views. The College makes clear that UK law and safeguarding expectations apply equally to all students and that no belief or background exempts an individual from compliance with safeguarding, equality, and criminal law.

Equality, LGBT Inclusion and Non-Discrimination

In accordance with the Equality Act 2010 and statutory guidance, RSHE is delivered in a manner that is inclusive of students of all sexual orientations and of students who are transgender or questioning. Same-sex relationships and marriage are taught as lawful and equal. Homophobic, biphobic and transphobic language, bullying or harassment are explicitly addressed as safeguarding concerns and are challenged in line with the Behaviour Policy and Anti-Bullying Policy. The College remains neutral on contested ideological viewpoints, but does not permit neutrality to result in omission of legal equality protections or safeguarding duties.

Curriculum Organisation and Sequencing

RSE and Health Education are delivered primarily through structured PSHEE lessons and reinforced through subject teaching and pastoral provision. The curriculum is carefully sequenced across Key Stage 4 and Key Stage 5. Foundational learning about respect; boundaries; equality; autonomy; and consent; is established before more complex sexual health content is introduced.

Sensitive topics are introduced progressively, taking account of age; maturity; SEND vulnerability; safeguarding context; boarding environment; and emerging risks identified through safeguarding trends. Ground rules are established in all sessions. Students are informed that respectful discussion is required; personal disclosure is not expected; and confidentiality cannot be absolute where safeguarding concerns arise. Differentiation ensures accessibility without diluting safeguarding content.

Before delivering particularly sensitive content (including pornography, abortion, exploitation, FGM, sexual violence, coercive control, image-based abuse and AI-generated sexual imagery), the College will take reasonable steps to ensure resources and delivery plans are age-appropriate, medically and legally accurate, non-sensationalist, and aligned with safeguarding procedures, including staff readiness to manage disclosures.

Delivery Structure, Timetabled Entitlement and Staffing

To ensure statutory coverage and consistency, the College provides a clearly timetabled and recorded RSHE entitlement for all KS4 and KS5 students. RSHE is delivered through PSHEE and reinforced through subject teaching and pastoral systems as described in this policy. The RSE Lead maintains curriculum mapping documentation showing where statutory content is taught and revisited through the spiral model.

- KS4: RSHE is delivered through a planned programme of PSHEE lessons across the academic year, supplemented by subject teaching and pastoral reinforcement.
- KS5: RSHE is delivered through an age-appropriate programme across the academic year, including transition-to-adult-life safeguarding content and Sixth Form specific content as set out within this policy.
Delivery is led by trained staff. Tutors may reinforce learning but do not replace trained delivery for sensitive topics. The RSE Lead oversees sequencing, staff preparedness and resource suitability.

Sensitive Content Risk Assessment and Support Planning

Prior to delivering high-risk topics (including sexual violence, FGM, honour-based abuse, pornography, suicide, self-harm and AI-generated sexual imagery), staff will apply a contextual risk assessment approach that considers cohort maturity, known

vulnerabilities, safeguarding trends and boarding context. Staff ensure appropriate signposting and support availability, and the DSL is informed in advance where delivery may increase the likelihood of disclosures or post-session support needs. Content is never delivered in a sensationalist, graphic or instructive manner.

Student Absence and Catch-Up

Where students miss RSHE content due to absence, timetable change, or joining mid-year, the College will take reasonable steps to enable access to missed statutory content through planned catch-up via PSHEE, tutorials, pastoral provision or targeted sessions, without compromising safeguarding delivery. The RSE Lead records how catch-up is provided where required.

CURRICULUM CONTENT, SAFEGUARDING AND INCLUSION

Relationships Education: Detailed Curriculum Content

The College teaches that positive relationships are fundamental to personal wellbeing, safeguarding and responsible citizenship. Teaching is preventative in nature and seeks to equip students with the ability to recognise healthy dynamics and challenge harmful behaviours.

Students explore the features of respectful, stable and mutually supportive relationships, including trust and honesty; open communication; emotional support; respect for autonomy; shared responsibility; appropriate boundaries; conflict resolution; and accountability. Teaching reinforces that healthy relationships enhance wellbeing rather than diminish independence or identity. Marriage and civil partnerships are discussed as lawful forms of long-term commitment. Students are taught that any committed relationship must be freely entered into and grounded in equality.

Students are explicitly taught to recognise coercive control; emotional manipulation; gaslighting; isolation tactics; intimidation; financial abuse; sexual coercion; threats involving images or reputation; and digitally facilitated control. Teaching emphasises that abuse may not be physical and that patterns of degrading or controlling behaviour constitute serious safeguarding concerns. Power imbalance is explored, including imbalances relating to age; status; gender; social influence; confidence; SEND vulnerability; and cultural expectations. Students are supported to understand that coercion may develop gradually and may not initially appear abusive.

In line with strengthened statutory guidance, teaching explicitly addresses misogyny and its normalisation in online culture; the links between sexist attitudes and violence; harmful peer norms; objectification and entitlement narratives; and the role of digital platforms in amplifying harmful content. Students explore how attitudes and behaviours contribute to harassment, coercion and abuse. The College promotes positive male and female role models and reinforces that violence, intimidation and sexual harassment are never inevitable aspects of adolescence.

In accordance with KCSIE, sexual harassment and sexual violence are addressed directly and unambiguously. Students are taught definitions of sexual harassment; definitions of sexual assault and rape (age-appropriate and legally accurate); that harassment is

not “banter”; that intoxication does not excuse harmful behaviour; and that victims are never responsible for abuse. The College promotes a culture of accountability and active bystander responsibility. Students are reminded regularly of internal reporting routes and reassured that concerns will be handled sensitively.

The College provides clear, legally accurate teaching on consent and relevant criminal law. Students are taught the legal definition of consent; that consent must be freely given; that consent must be informed; that consent may be withdrawn at any time; that consent cannot be assumed based on relationship status, clothing or prior activity; and that intoxication, unconsciousness or coercion negate capacity. Students learn the age of consent in England and Wales; legal consequences of sexual offences; criminal implications of image-based abuse; and the safeguarding implications of under-18 sexual activity. Teaching is framed within safeguarding and responsibility. Forced marriage, honour-based abuse and FGM are addressed sensitively and factually. Students are taught these practices are illegal and constitute abuse.

Relationship Breakdown, Rejection, Jealousy and Post-Relationship Abuse

Students are taught strategies for managing relationship breakdown, rejection, jealousy and conflict in ways that are respectful and safe. Teaching reinforces that emotional distress does not justify harassment, intimidation, threats or coercion. Students learn to recognise post-relationship abuse, including persistent contact, digital harassment, stalking behaviours, and threats to share private information or images. Students are supported to understand how to seek help, how to report concerns, and how to access pastoral and safeguarding support promptly.

Exploitation Pathways Relevant to Older Adolescents

Teaching includes awareness of exploitation pathways that may be encountered by older students, including pressure linked to gifts, status, money, accommodation, transport, substances, or social influence. Students are taught to recognise transactional pressure and age- or power-imbalanced dynamics, including situations sometimes described as “sugar dating”, and to understand safeguarding risks and reporting routes.

Sex Education: Sexual Health and Reproductive Health

Sex Education is delivered in a factual, medically accurate and non-sensationalist manner. Students receive teaching on reproductive biology and fertility, including structure and function of reproductive systems; menstrual health and wellbeing; fertility in males and females; and factors affecting fertility. Biological content is delivered accurately and clearly in line with scientific understanding.

Students learn the full range of contraceptive methods; relative effectiveness; correct use; limitations; and access to services. Teaching reinforces shared responsibility.

Students are taught how STIs are transmitted; prevention strategies; testing procedures; treatment options; and long-term health implications. HIV is addressed in a factual and non-stigmatising manner.

Students are provided with factual and impartial information about pregnancy; miscarriage; parenting; adoption; and abortion. Teaching avoids bias and emphasises access to confidential support services.

Students are taught how substance misuse may impair judgement; undermine capacity to consent; increase vulnerability to exploitation; and heighten risk-taking. The College reinforces that intoxication does not excuse harmful conduct.

Healthy Intimacy, Communication and “What Healthy Looks Like”

In addition to risk awareness and safeguarding content, students are supported to understand the features of healthy, respectful intimate relationships. This includes age-appropriate teaching on communication, mutual respect, readiness, boundaries, and shared responsibility for sexual health. Students are taught that healthy intimacy is never based on pressure, manipulation or fear, and that stopping, pausing, or changing one’s mind must be respected.

Reproductive Coercion and Contraception Sabotage

Teaching explicitly addresses reproductive coercion as a safeguarding concern. Students are taught to recognise behaviours such as pressuring a partner to become pregnant or to avoid pregnancy, interfering with contraception, preventing access to sexual health services, and using pregnancy-related decisions as a means of control. Students are supported to access appropriate help and confidential advice routes where safe and appropriate.

Inclusive Sexual Health and Access to Support

In accordance with equality duties and safeguarding priorities, sexual health teaching is inclusive and does not assume heterosexuality. Students are provided with medically accurate information about safer sex, STI prevention and testing, and access to confidential sexual health services in ways that are relevant to a range of relationships. Teaching reinforces non-stigmatising approaches to HIV and sexual health support and signposts students to trusted services and adults.

Online Safety, Digital Relationships and Emerging Harms

The College recognises digital environments as key safeguarding contexts. Students are taught about grooming; sexual exploitation; sextortion; image-based abuse; doxxing; impersonation; digital stalking; harassment; and coercive control facilitated through technology. In line with the July 2025 guidance, the curriculum explicitly addresses emerging harms including AI-generated sexual imagery; deepfake technology; synthetic intimate images; manipulated media; and algorithm-driven misogynistic narratives.

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Students learn how to manage privacy settings; how to report harmful content; how to disengage safely; and how digital content may be permanent. The College maintains appropriate filtering and monitoring systems in line with statutory safeguarding guidance.

Image-Based Abuse, Under-18 Sexual Imagery and Practical Safeguarding Response

Teaching includes clear, age-appropriate and legally accurate guidance on the safeguarding risks and potential criminal implications of creating, possessing, requesting, forwarding or storing sexual images of anyone under 18, including within peer contexts. Students are taught that pressure to create or share images is a form of coercion, and that sharing images without consent is abuse. Teaching also addresses non-consensual recording or photography, including “upskirting” and other intrusive image capture, and the serious safeguarding implications of group-sharing, threats, blackmail or reputation harm. Students are taught safe, non-judgemental reporting routes and are reminded not to forward harmful content, and to seek support immediately via the College’s safeguarding processes.

Pornography and Sexualised Media Literacy

As part of safeguarding and respectful relationships education, students receive age-appropriate teaching about pornography and sexualised media narratives, including how such content can distort expectations about bodies, consent, intimacy and gender roles, and may normalise coercion, aggression or misogyny. Teaching supports students to recognise unrealistic representations, manage exposure safely, resist peer pressure to view or share harmful content, and access support where exposure causes distress or where compulsive viewing patterns may affect wellbeing.

Mental and Physical Health

Students are taught emotional regulation strategies; early signs of poor mental wellbeing; stress management; healthy coping mechanisms; risks associated with disordered eating; physical health awareness; and substance misuse risks. Teaching relating to self-harm and suicide is preventative and avoids instructive detail. Students are signposted to trusted adults and support services.

Spiking and Substance-Facilitated Harm (KS4/KS5 Age-Appropriate)

In the context of safeguarding and risk awareness, students are taught about spiking and substance-facilitated harm in an age-appropriate manner. Teaching reinforces personal and peer safety, bystander responsibility, seeking urgent medical help where needed, and reporting routes within the College and to appropriate external agencies. This content is linked to consent, vulnerability, exploitation risk and transition-to-independence contexts, particularly for KS5.

Basic First Aid Awareness (Clarification of Coverage)

Where appropriate and developmentally suitable, Health Education includes basic first aid awareness such as knowing how to seek emergency help, understanding the purpose and use of defibrillators (AEDs) in emergencies, and basic awareness of CPR and choking response. Delivery is designed to be practical, age-appropriate and aligned with wider health and safety provision.

Safeguarding, Disclosures and Confidentiality

RSE may prompt disclosures. Students are reminded that confidentiality cannot be absolute where safeguarding concerns arise. If a disclosure occurs, staff will listen calmly; avoid investigative questioning; reassure appropriately; explain next steps; and report immediately to the DSL. Under-16 sexual activity is assessed case-by-case through safeguarding procedures. The College works in partnership with the Local Safeguarding Children Partnership. Decisions regarding parental involvement prioritise student safety.

Safe Facilitation, Staff Boundaries and Managing Questions

In RSHE delivery, staff maintain professional boundaries and safeguard student wellbeing. Staff do not share personal sexual experiences or intimate personal details, and do not encourage students to disclose personal sexual experience in class discussion. Ground rules are reinforced consistently. Anonymous question mechanisms may be used to enable safe engagement and identify misconceptions. Staff may defer answering a question where safeguarding consultation is required or where the question is inappropriate; deferred questions are addressed later in a safeguarding-appropriate manner or signposted to trusted support.

Managing Sexualised or Disruptive Behaviour in RSHE Sessions

Sexualised comments, harassment, discriminatory language, or disrespectful behaviour during RSHE sessions are addressed immediately and managed in accordance with the Behaviour Policy, Anti-Bullying Policy and Safeguarding and Child Protection Policy. Such incidents may constitute safeguarding concerns and may trigger appropriate reporting to the DSL.

16–18 Confidentiality, Autonomy and Safeguarding Limits

The College recognises that students aged 16 and over may access confidential medical advice and treatment. The College supports student autonomy within safeguarding boundaries and encourages communication with parents/carers where safe and

appropriate. Where there is risk of significant harm, safeguarding procedures override confidentiality and the DSL will determine next steps in the student's best interests.

Inclusion and Special Educational Needs and Disabilities (SEND)

David Game College is committed to ensuring that Relationships Education, Relationships and Sex Education and Health Education are accessible, inclusive and appropriately differentiated for all students, including those with Special Educational Needs and Disabilities (SEND). The College recognises that students with SEND may be more vulnerable to exploitation or coercion; less confident in identifying inappropriate behaviour; more susceptible to peer pressure; and less exposed to informal peer learning about relationships and safety. In accordance with the Equality Act 2010 and the SEND Code of Practice (0–25 years), reasonable adjustments are made to ensure equitable access. High-quality teaching is the starting point for inclusion.

Adaptations may include:

- Simplified language without diluting safeguarding content
- Visual supports and structured scenarios
- Pre-teaching of key vocabulary
- Repetition and reinforcement of boundaries and consent
- Small-group delivery where appropriate
- Frequent checking of understanding

Students with SEND may require explicit teaching on personal boundaries; privacy; appropriate and inappropriate touch; digital safety; and legal responsibilities. Where students have Education, Health and Care Plans (EHCPs), provision is aligned with those plans. The SENDCo works collaboratively with the RSE Lead and DSL. Content is adapted but not diluted.

Staff Training and Professional Development

Staff delivering RSHE receive regular safeguarding training and specific guidance on handling sensitive discussions; managing disclosures; avoiding investigative questioning; maintaining neutrality; biological accuracy; emerging digital harms; misogyny and harmful online narratives; and legal updates. Training is updated in response to safeguarding trends; changes in statutory guidance; inspection findings; and emerging cultural risks. The RSE Lead oversees curriculum planning and quality assurance.

Staff Support and Debrief Following Sensitive Delivery or Disclosures

Where RSHE delivery results in disclosures or heightened safeguarding need, staff may seek immediate guidance from the DSL. The College supports staff wellbeing and professional practice through appropriate supervision, debrief, and follow-up guidance, particularly following delivery of high-risk topics.

External Contributors

External contributors may enhance provision through specialist expertise. The College retains full responsibility for safeguarding and curriculum alignment. Before delivery, due diligence is conducted; safeguarding expectations are communicated clearly; materials are reviewed and approved; learning objectives are aligned with this policy; and a member of College staff is present throughout. Safeguarding disclosures arising during sessions are managed through established procedures.

Parental Engagement and Withdrawal

The College recognises parents and carers as key partners in supporting young people's development. In line with statutory guidance, parents do not have the right to withdraw from Relationships Education; Health Education; and National Curriculum Science content. Parents may request withdrawal from non-statutory Sex Education. If a request is made, the Principal will meet with the parent/carer; the curriculum rationale will be explained; and potential consequences of withdrawal will be discussed. Withdrawal will be respected up to three terms before a student turns 16. At that point, if the student wishes to receive Sex Education, arrangements will be made accordingly.

In accordance with strengthened statutory transparency expectations, information about RSHE curriculum content is available upon request; parents may review relevant materials; and advance notice may be provided prior to Sex Education units. The College balances parental partnership with safeguarding responsibilities.

To support strengthened statutory transparency expectations, the College will take reasonable steps to indicate how parents may request curriculum information and review materials, and how advance notice may be provided prior to Sex Education units, in a manner consistent with safeguarding duties and the College's wider communications processes.

Complaints and Challenge Procedure (RSHE)

Parents/carers who have concerns regarding RSHE content, resources or delivery should raise the matter with the RSE Lead in the first instance. If unresolved, concerns should be escalated to the Principal. Where concerns remain unresolved, the College Complaints Policy sets out the formal procedure and timescales for consideration and governance oversight.

Students may raise concerns via their tutor, pastoral staff, the DSL, or established reporting routes. Concerns are taken seriously and responded to in a manner consistent with safeguarding responsibilities and the College's behaviour expectations.

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Monitoring, Evaluation and Governance

The RSE Lead holds operational responsibility for implementation and quality assurance. Monitoring includes review of schemes of work; scrutiny of teaching materials; safeguarding trend analysis; review of behavioural incidents linked to harassment or exploitation; student feedback; staff feedback; and parental engagement feedback. The Governance Advisory Committee receives annual reporting confirming statutory compliance; safeguarding alignment; implementation of July 2025 guidance; and areas for development. Preparation for full statutory implementation (September 2026) is overseen by governance.

The RSE Lead will maintain suitable records to demonstrate how statutory RSHE requirements are covered across Key Stage 4 and Key Stage 5, including how content is sequenced and revisited through the spiral model and how safeguarding trends inform curriculum responsiveness.

Assessment, Impact and Quality Assurance

The College recognises that RSHE should demonstrate impact as well as coverage. Assessment is formative and safeguarding-informed and may include scenario-based tasks, retrieval practice, knowledge checks, and misconception identification through anonymous questions. Assessment avoids intrusive personal disclosure.

The RSE Lead reviews anonymised safeguarding and behaviour trend data (including harassment, harmful sexual behaviour, online safety incidents and boarding-related concerns where applicable) to inform curriculum responsiveness. Findings inform curriculum sequencing, staff training priorities and resource review.

Student Voice and Consultation

The College values student voice in shaping RSHE provision. The College uses age-appropriate mechanisms including anonymous surveys, structured feedback and Sixth Form consultation processes to inform sequencing and emphasis. Student consultation informs improvement but does not override statutory safeguarding duties.

Record Keeping and Evidence Trail

To support statutory compliance and inspection readiness, the RSE Lead maintains an evidence trail including curriculum mapping, schemes of work, approved resources, staff training records, records of parental withdrawal requests (where applicable), and notes of curriculum review decisions informed by safeguarding trends. Records are retained in line with the College's data protection and record retention arrangements.

Continuous Review and Policy Update

This policy and its associated curriculum documentation are reviewed annually, or earlier in response to statutory change, inspection findings, safeguarding trends, or emerging risks. Governance oversight applies to significant changes.

APPENDIX A

KS4 AND KS5 CURRICULUM OVERVIEW (Spiral Model)

The College adopts a spiral curriculum model. Core safeguarding themes are revisited with increasing depth.

Key Stage 4 (Years 10–11)

Core Focus:

- Foundational safeguarding knowledge
- Consent and boundaries
- Online risk awareness
- Sexual health basics
- Reporting routes

Relationships Education (KS4)

- Characteristics of respectful friendships
- Healthy vs unhealthy relationships
- Equality and non-discrimination
- Recognising coercive behaviour
- Sexual harassment definitions
- Bystander responsibility

Additional KS4 Curriculum Coverage (Content Clarification to Evidence Breadth)

- Pornography and sexualised media literacy (age-appropriate, safeguarding-focused)
- Image-based abuse, sextortion and under-18 sexual imagery safeguarding and reporting
- Online harassment, stalking behaviours and post-relationship abuse
- Healthy intimacy foundations: communication, boundaries, readiness and respect (age-appropriate)
- Reproductive coercion awareness (age-appropriate safeguarding framing)
- Substance-facilitated vulnerability including spiking awareness (age-appropriate)
- Basic first aid awareness where appropriate (including emergency help-seeking and AED/CPR awareness)
- Help-seeking and support routes within College and external services

Key Stage 5 (Years 12–13): Distinct Curriculum Entitlement

In addition to revisiting and deepening KS4 learning through the spiral model, KS5 provision includes age-appropriate, Sixth Form specific safeguarding and preparation-for-adult-life content, including:

- Transition to university, employment and independent living
- Sexual health autonomy and access to confidential services
- Legal responsibilities and safeguarding thresholds for 16–18
- Dating app risks, sextortion and digitally facilitated exploitation
- Financial control, coercive control and power imbalance in relationships
- Alcohol, drugs and capacity to consent
- Workplace sexual harassment and professional boundaries
- Housing-based vulnerability and peer-on-peer safeguarding contexts

Additional KS5 Curriculum Coverage (Content Clarification to Evidence Breadth)

- Pornography and sexualised media literacy and its links to consent, misogyny and coercion
- Image-based abuse: non-consensual sharing, threats, reputational harm, and legally accurate reporting routes
- Healthy intimacy and sexual ethics: communication, mutual respect, contraception/STI conversations and testing responsibility
- Reproductive coercion, contraception sabotage and controlling access to services as safeguarding concerns
- Spiking and nightlife/party context risk reduction and bystander responsibility
- Inclusive sexual health teaching for a range of relationships, including non-stigmatising support and service access
- Relationship breakdown, digital stalking and post-relationship abuse prevention and reporting
- Exploitation pathways relevant to older adolescents including transactional pressure and power imbalance

Boarding Context (Curriculum Reinforcement Statement)

Where applicable, residential staff reinforce RSHE safeguarding messages through consistent boundaries, supervision expectations, and clear reporting routes, in alignment with the Safeguarding and Child Protection Policy and Online Safety Policy.

GOVERNANCE ADVISORY BOARD: ONE-PAGE RSHE COMPLIANCE CHECKLIST (FOR GOVERNOR OVERSIGHT)

Coverage and Compliance

- Confirm curriculum mapping evidences statutory RSHE coverage across KS4 and KS5
- Confirm differentiation and SEND adjustments are in place without dilution of safeguarding content
- Confirm distinction is maintained between Relationships Education, Sex Education and Health Education, including withdrawal rights

Safeguarding Alignment

- Confirm RSHE delivery aligns with safeguarding practice and KCSIE expectations
- Confirm disclosures pathway is clear and staff are trained
- Confirm high-risk topics are delivered with appropriate planning and support availability

Quality and Impact

- Confirm monitoring includes safeguarding trend review and behavioural incident review
- Confirm a method exists for checking understanding and addressing misconceptions
- Confirm student voice informs improvements

Delivery Assurance

- Confirm trained staff deliver sensitive content and external contributor safeguards are robust
- Confirm residential/boarding reinforcement is consistent where applicable

Transparency and Complaints

- Confirm parents can access curriculum information and review materials on request
- Confirm withdrawal requests are handled and recorded lawfully
- Confirm RSHE complaints route links to the College Complaints Policy and governance escalation

COMPLETE COVERAGE

1. Families and Caring Relationships

Understanding different family structures and responsibilities.

Core areas

- Marriage, civil partnerships and long-term partnerships (legal and social aspects)
- Parenting responsibilities and the role of carers
- Diverse family structures (single parents, blended families, same-sex parents, guardianship, adoption)
- Responsibilities within families
- Caring for dependents (children, elderly relatives)

Safeguarding issues

- Forced marriage
- Honour-based abuse
- Family conflict and breakdown
- Impact of separation and divorce on children

Additional topics to consider

- Fertility and reproductive choices
- Adoption, fostering and assisted reproduction
- Financial responsibilities in families

2. Respectful Relationships and Social Behaviour

Developing healthy interpersonal relationships and recognising harmful behaviour.

Healthy relationships

- Characteristics of positive relationships (trust, honesty, respect)
- Emotional intelligence and empathy
- Communication and conflict resolution
- Ending relationships safely and respectfully

Respect and inclusion

- Equality, diversity and inclusion
- Challenging stereotypes and prejudice
- Understanding discrimination and inequality
- Gender roles and expectations

Consent and boundaries

- Understanding consent in everyday situations
- Respecting personal boundaries
- Coercion, manipulation and pressure

Harmful relationship behaviours

- Bullying and harassment

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- Controlling or coercive behaviour
- Gaslighting and emotional abuse
- Misogyny and gender-based hostility
- Extremist subcultures (e.g., incel communities)

Sexual content and media

- Pornography and unrealistic expectations
- Objectification and sexualisation
- Impact of media on attitudes toward relationships

3. Online Safety, Digital Relationships and Media Literacy

Understanding digital behaviour and risks.

Online risks

- Social media exposure and digital reputation
- Privacy and sharing personal information
- Sexting and the law around sexual images
- Grooming and exploitation online

Technology and emerging risks

- Deepfakes and manipulated media
- AI-generated sexual images
- Online radicalisation and misogyny
- Exposure to violent or harmful content
- Online scams and financial exploitation

Online relationships

- Digital consent and image sharing
- Online bullying and coercion
- Parasocial relationships and influencers

Digital wellbeing

- Screen time and addictive online behaviour
- Impact of algorithms and online echo chambers
- Reporting and seeking help online

4. Personal Safety and Safeguarding

Recognising risks and knowing how to seek help.

Personal safety

- Situational awareness in public spaces
- Travel safety and urban safety
- Stranger awareness and trust

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- Spiking

Abuse and exploitation

- Sexual harassment and assault
- Domestic abuse and intimate partner violence
- Sexual exploitation and grooming
- County Lines and criminal exploitation
- Human trafficking

Culturally specific safeguarding issues

- Female genital mutilation (FGM)
- Forced marriage
- Honour-based abuse

High-risk behaviours

- Strangulation and suffocation risks
- Stalking and harassment
- Image-based abuse

Reporting concerns

- How to report abuse
- Trusted adults and safeguarding routes
- Accessing police and specialist services

5. Intimate and Sexual Relationships

Developing safe, respectful sexual relationships.

Sexual relationships

- Emotional aspects of intimacy
- Expectations and pressures around sex
- Communication in sexual relationships

Consent

- Legal definitions of consent
- Capacity and coercion
- Alcohol and drugs affecting consent

Sexual orientation and identity

- Sexual orientation and diversity
- Respect for different identities
- Challenging homophobia, biphobia and transphobia

6. Sexual Health and Reproductive Health

Understanding sexual health and healthcare.

Contraception

- Different methods of contraception
- Effectiveness and accessibility
- Emergency contraception

Sexual health

- Sexually transmitted infections (STIs)
- Testing and treatment
- Vaccination (e.g., HPV)

Pregnancy and fertility

- Pregnancy and options (parenthood, adoption, abortion)
- Fertility awareness
- Pre-conception health

Reproductive health conditions

- Endometriosis
- PCOS
- Erectile and reproductive health issues

Life stages

- Menstruation
- Puberty
- Menopause

7. Physical Development and Body Awareness

Understanding physical development and body image.

Adolescent development

- Puberty changes
- Hormones and mood
- Sexual development

Body image

- Media influence on body expectations
- Eating disorders and unhealthy dieting
- Steroid and supplement misuse

Gender identity

- Understanding gender identity
- Respecting differences
- Social pressures around masculinity and femininity

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8. Mental Health and Emotional Wellbeing

Building resilience and managing mental health.

Understanding mental health

- Normal emotional variation
- Stress and coping strategies
- Recognising signs of mental health difficulties

Common issues

- Anxiety and depression
- Self-harm
- Suicidal thoughts

Risk factors

- Body image pressures
- Gambling and addiction
- Social isolation

Positive wellbeing

- Exercise
- Sleep
- Positive relationships
- Purpose and achievement

9. Health, Lifestyle and Preventative Care

Maintaining physical health.

Healthy living

- Nutrition and healthy eating
- Physical activity
- Sleep quality

Preventative healthcare

- Vaccinations
- Regular medical check-ups
- Dental care
- Personal hygiene

Healthcare access

- Visiting a GP
- Confidential healthcare
- Understanding Gillick competence

10. Drugs, Alcohol, Tobacco and Vaping

Understanding substance use and risk.

Drug education

- Legal and illegal drugs
- Risks and harms
- Addiction

Alcohol

- Impact on the body
- Binge drinking
- Alcohol and risky behaviour

Smoking and nicotine

- Tobacco harms
- Vaping risks
- Nicotine addiction

Substance misuse

- Links with mental health
- Drugs and sexual decision-making

11. Personal Safety Skills and First Aid

Developing practical safety knowledge.

Situational awareness

- Safety in urban environments
- Avoiding risky situations
- Recognising danger signals

Crime awareness

- Knife crime and weapon laws
- County Lines exploitation
- Personal property safety

First aid

- CPR
- Defibrillators
- Treating common injuries
- Responding to overdose or intoxication