

## **Dixons Trinity Academy**

Relationship and Sex Education (RSE), and Health Education

# **PDS**



## Relationship and Sex Education (RSE), and Health Education, at Dixons Trinity Academy

This document should be read alongside the Dixons Trust Relationships and Sex Education policy (<https://www.dixonsat.com/about/policies>)

Relationships and Sex Education (RSE) and Health Education is taught at Dixons Trinity Academy through the Personal Development Studies (PDS) curriculum.

### Rationale

In order for our students to successfully climb their mountain to succeed at university, or a real alternative, thrive in a top job and have a great life, they need knowledge that will enable them to use their autonomy to make informed decisions about their wellbeing, health and relationships. They also will need to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of PDS at Dixons Trinity Academy will help students with their current opportunities, responsibilities and experiences, as well as prepare them for those of adult life. The PDS curriculum at Dixons Trinity Academy fits into the wider Personal and Community Development of our students by supporting the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) and Health Education compulsory for our students. This statutory content is included as an appendix.

RSE is about the emotional, social and physical development of pupils, and involves learning about growing up, 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.

### To achieve our academy mission:

When students leave us, they will:

- have the knowledge, skills and attributes they need to manage their lives, now and in the future.
- know how to stay healthy, safe and prepared for life and work in modern Britain.
- have the resilience and mental self-awareness to manage situations in a balanced and pragmatic way, with access to a toolkit of strategies, both within themselves and in their environment, to support them to navigate any challenges that may arise in their academic, personal and social lives.
- understand what healthy relationships look like and have knowledge and strategies to make informed decisions about how they interact with the people around them.
- know how and when to ask for help, and where to access support if they need it.

### Personal Development Studies (PDS) Curriculum Design

- At Dixons Trinity, whilst we have taken direction from the statutory Relationships and Sex Education (RSE), the PSHE association, and directly address the issues raised through Keeping Children Safe in Education, we go above and beyond these requirements, and ensure the PDS curriculum works well for our specific context in an age appropriate and student friendly way.
- PDS at Dixons Trinity Academy follows a spiral curriculum. We revisit topics on multiple occasions to ensure students have the most up to date and age-appropriate information.
- PDS delivery is structured to allow for students to access knowledge in a lecture from a specialist source, then to have the time and space to discuss relevant issues in a smaller group setting with their advisory in a seminar. Through discussion in PDS seminars, students are encouraged to develop their ideas and values in a safe and respectful environment.
- All sessions and are planned and quality assured by SLT and are delivered by staff who have been trained to deal with these issues sensitively and appropriately.
- The PDS curriculum is constantly monitored by SLT through learning walks and student voice.
- The delivery of content is designed to be flexible, to ensure timely and impactful delivery – we are responsive to the every changing local or national priorities, and the social and academic needs of our students. Additional curriculum time is included during Morning Meeting, Afternoon Meeting, Reinductions, House, or Drill if required, for example, to address need or developments within the local community.
- Curriculum links have been made explicit by each department for PDS opportunities across their Long Term Plans. The PDS Long Term Plan has been designed to fit alongside other subjects to increase links between topics, and to make best use of interrupting the forgetting.



- As with all learning at Dixons Trinity Academy, PDS is designed around the most vulnerable learners. All students are supported in PDS through quality first teaching, differentiation, and effective classroom management, as well as individual interventions where needed.

### **Personal Development Studies (PDS) Curriculum Content**

Each year group will cover the following topics, in an age-appropriate manner:

- **The purpose of PDS (with a focus on Keeping Children Safe in Education)**

To ensure all children know the role teachers, and other adults in school, have in protecting them, and to reassure them that we are aware they may have individual things in their lives that make life harder, but that we will support them however we can.

- **Mental health**

To support children in understanding that mental health needs looking after, and giving them strategies to do so.

All year groups will be given the language to enable them to talk about mental health, and strategies for managing their own mental health. Students will explore what mental health is, and how those around us can impact our mental health. At times we will focus on anxiety and depression, self-harm, and how to avoid negative thinking spirals, and how to manage stress.

- **Peer on peer abuse**

To ensure that students are aware that they need to treat each other appropriately, and to know what to do when they are not being treated appropriately.

Initially, students will focus on bullying and bothering, including online. As they progress through DTA, they will increasingly look at sexual harassment and sexting. All year groups will be reminded of where to get help from if they need it, and all year groups will be reminded of the protected characteristics.

- **Anti-racism**

To ensure children are following our core value of fairness, becoming individuals who value diversity and are intolerant of racism in any form. Ensuring our students are aware of the law regarding racism, to support in them not becoming perpetrators of crime, and to give them the knowledge of how to act if they are victims of crime.

- **Online safety**

To ensure children are keeping themselves safe online as well as offline.

All year groups will learn about not sharing personal information online, and that people online may not be who they say they are. This fits alongside work done in computing. They will also start to look at how things they share online leave a footprint. As they progress through DTA, they will increasingly talk about sexting, and the fact that it is illegal for children to send or have inappropriate pictures of themselves or their peers. We will also talk about what to do when you see something online accidentally that is inappropriate, and what to do in this situation.

- **The changing body (including reproduction)**

To ensure that know what to expect from their bodies, and how this changes over time, in order to make good choices.

This fits alongside work done in biology. Students will talk about what to expect from puberty, will begin to look at fertility and miscarriages (in relation to adults in their lives, and then later, relating to themselves). Older students will learn about contraception, parenting and choices regarding pregnancy, and sexually transmitted infections.

- **Healthy relationships**

To enable students need to know what a healthy relationship is, in order to spot if they (or others) are in unhealthy relationships, as well as knowing where to get support.

This will begin with looking at what good friendships look like, and how their families and teachers support them. There will be discussion of what is commitment, not only in romantic terms but in all the things they can commit to. As they progress through DTA, they will begin to look at why people enter romantic relationships, and begin to think about how to handle being rejected. We will discuss why people might choose to marry and why marriage must be freely entered into, as well as different long term relationships.

- **Financial Choices**

To ensure leave school with the skills they need to make good financial choices, and knowing where to go if they are struggling.

All students will learn about the importance of budgeting and saving, and how to borrow responsibly. Students will look at bank accounts, and how they work, why we need insurance, and understanding pay slips and tax.



- **Substance misuse**

To encourage children to explore the fact that substance abuse is an unhealthy coping strategy for many mental health issues / lifestyle choices, and to give students the knowledge about substances (energy drinks, caffeine, alcohol, tobacco, vaping, shisha, cannabis, legal highs, high class drugs) so they can make informed decisions.

This fits alongside work done in biology. At different times student will focus on energy drinks, vaping, alcohol, cannabis, and high class drugs.

- **Consent**

To ensure that students know they have a right to say no to unhealthy friendships and relationships: their body is their own, and they can make their own choices about it.

Initially students will learn about consent in non-sexual situations, and the importance of it. There will also be a focus on body autonomy. All years will be taught about the legal age of consent. As students progress, the idea of consent will be explored in terms of sexual consent. Students will increasingly learn about how to recognise when consent is given and not given, and to be aware that consent can be withdrawn at any time. Students will be able to understand that no one has the right to intimidate someone into giving consent. Older students will explore 'victim blaming', and the capacity to give consent.

- **Trusting online content**

To ensure students understand the internet can be misleading.

This fits alongside work done in computing, as well as source analysis done in history. Initially students will look at 'fake news' and how to know what to trust online. They will also begin to look at the positive and negative uses of social media – with the key message being what is posted online may not reflect reality. As they get older, they will further look at what it means to be reliant on social media, and at how unrealistic pictures online can impact wellbeing. This will include the unrealistic and damaging nature of some pornography and sexual content online.

- **Knowing your own mind**

To ensure children are aware that people may try to make them make bad choices for themselves, and that others may not always have their best interests at heart.

This will begin by looking at peer pressure, then through the years will progress into the warning signs for county lines, gang culture, knife crime and serious violence in the community.

- **Protected characteristics**

To ensure children are following our core value of fairness, becoming individuals who value diversity. Ensuring our students are aware of the law regarding protected characteristics, to support in them not becoming perpetrators of crime, and to give them the knowledge of how to act if they are victims of crime.

Different years will have a focus on different protected characteristic (for example, gender, disability, sexuality) depending on local / national / international issues.

- **Healthy balance and how to revise**

To ensure students balance physical and mental well-being with the demands of school, extra-curricular, and other commitments. To enable students to manage their time, and organise themselves. To ensure students know the importance of attendance at school.

This fits alongside work done in PE on healthy balance. This is done with all year groups just before cycle 3 exams to improve revision and reduce stress.

- **Types of abuse**

To ensure students know what abuse is, so they can recognise if they are victims of abuse, and know how to get support.

In an age appropriate manner, students will look at forced marriage, 'honour'-based violence, and female genital mutilation (FGM). They will also look at the concept of, and laws around, domestic violence, coercive control and sexual exploitation.

- **Physical health**

To ensure students know they have a responsibility to themselves and others to look after physical health, and to give them the knowledge to do so.

This fits alongside work done in biology, and in the Duke of Edinburgh award in year 9. Students will look at the importance of personal hygiene, vaccinations, and basic first aid. Students will also learn about blood, organ, and stem cell donation. Older students will progress to the importance of regular self-examination and screening (for testicular, breast, cervical, etc, cancer).



- **Citizenship**

To ensure students understand the rights and privileges that come with being a British Citizen, as well as the responsibilities.

This fits alongside work done in co-curricular politics in year 8 and 9. This unit involves learning about the different ways in which a citizen can contribute to the improvement of their community. The focus each year will depend on local / national / international issues faced by our students.

**The Involvement of Parents and Carers**

We are committed to working with parents and carers.

- This document has been produced following a consultation with parents and carers.
- This document available on the school website and hard copies can be provided free of charge upon request.
- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. There is no right to withdraw from Relationships Education or Health Education.
- Requests for withdrawal should be put in writing and addressed to Miss Steele. A copy of withdrawal requests will be placed in the student's educational record. Miss Steele will discuss the request with parents and take appropriate action.

Drafted: May 2022

Contact: Vicky Haycock

Named Governor: tbc

Monitoring: Rosie Vessey / Jim Lauder

Next Review Date: June 2023



## Appendix

(From the Department for Education statutory guidance on Relationships Education, Relationships and Sex Education, and Health Education)

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| Relationships and Sex Education.<br>By the end of secondary, pupils should know: |  |
| Families   | <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• 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.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• 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.</li> </ul>   |
| Respectful relationships, including friendships                                  | <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• 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).</li> <li>• 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.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• 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.</li> </ul> |
| Online and Media   | <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> </ul>  |



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|  | <ul style="list-style-type: none"> <li>• 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.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• 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.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>  |
| Being Safe   | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>   |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• 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.</li> </ul> |



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|  | <ul style="list-style-type: none"> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>  |
| Physical Health and Mental Well being.<br>By the end of secondary, pupils should know: |  |
| Mental Wellbeing   | <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>  |
| Internet safety and harms  | <ul style="list-style-type: none"> <li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul> |
| Physical health and fitness  | <ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio[1]vascular ill-health.</li> <li>• about the science relating to blood, organ and stem cell donation.</li> </ul>  |
| Healthy eating   | <ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>   |
| Drugs, alcohol and tobacco   | <ul style="list-style-type: none"> <li>• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>• the law relating to the supply and possession of illegal substances.</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> </ul>  |





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|                          | <ul style="list-style-type: none"> <li>• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>  |
| Health and prevention    | <ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• (late secondary) the benefits of regular self-examination and screening.</li> <li>• the facts and science relating to immunisation and vaccination.</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul> |
| Basic first aid          | <ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.</li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>  |
| Changing adolescent body | <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health</li> </ul>   |

