



**durex** committed to RSE in schools



Further your  
safeguarding  
policy



# Aim

To ensure that RSE in your school complements and enhances your safeguarding procedures and therefore protects the welfare of young people in your school

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# How does relationships and sex education help to safeguard young people?

**“Schools and further education and skills providers should be safe environments where children, young people and vulnerable adults can learn and develop”**

**Ofsted – Inspecting safeguarding in early years, education and skills setting, 2015<sup>1</sup>**

Safeguarding and RSE are intrinsically linked; the safeguarding policy in your school should be designed to help keep young people safe, and high quality RSE is an essential way to teach young people the values, skills and information that help them keep themselves safe. This is one of the important reasons why RSE is such a valuable tool for your school and your teachers – RSE plays a vital part in meeting your school’s safeguarding obligations, which are outlined later in this document.<sup>2,3</sup>

Furthermore, organisations like Ofsted recognise RSE as crucial to safeguarding – this is why they consider the responsibility you and your school have towards safeguarding fundamental to their assessments of the quality of leadership and management, and the overall effectiveness of your school.



High quality RSE helps address many safeguarding actions that will help protect young people, including:<sup>1</sup>

Safeguarding concerns	RSE, according to DfE updated guidelines: <sup>2</sup>
<p><b>Physical abuse</b></p> <ul style="list-style-type: none"><li>• Domestic violence</li><li>• Neglect</li><li>• Substance misuse</li></ul> <p><b>Sexual abuse</b></p> <ul style="list-style-type: none"><li>• Child sexual exploitation and trafficking</li><li>• Gender-based violence/violence against women and girls</li></ul> <p><b>Emotional abuse</b></p> <ul style="list-style-type: none"><li>• Neglect</li><li>• The impact of new technologies on sexual behaviour, e.g. sexting</li><li>• Bullying, including online bullying and prejudice-based bullying</li><li>• Racist, religious, disability and identity-based abuse (such as homophobic, biphobic or transphobic abuse)</li><li>• Teenage relationship abuse</li><li>• Radicalisation and/or extremist behaviour</li></ul> <p><b>Cultural abuse</b></p> <ul style="list-style-type: none"><li>• Issues that may be specific to a local area or population, for example gang activity and youth violence</li><li>• Female genital mutilation</li><li>• Forced marriage</li></ul>	<ul style="list-style-type: none"><li>• Teaches about all aspects of the law and sexual consent – in the law on sexual offences, the onus is on getting rather than giving consent</li><li>• Goes beyond teaching how to say ‘no’ in relationships – promotes equality and emphasises the importance of seeking and gaining mutual consent through positive and active communication</li><li>• Emphasises how to respect all boundaries – their own and other people’s – to help them understand that everyone has the right to offer or withhold their consent for any activity, sexual or otherwise</li><li>• Explains how to identify behaviour in a relationship which is positive and supportive and that which is exploitative and controlling</li><li>• Helps understand the impact of pernicious culture that reinforces stereotyped and gendered expectations for both young men and women – including blaming victims for the abuse they experience, and other cultural norms and negative stereotypes that they experience and observe</li><li>• Develops the skills for negotiating consent and managing the feelings associated with their experiences, and how to seek help and support if they need it</li><li>• Opens up discussion about real-life situations</li><li>• Teaches that everyone’s body belongs to them and that they can say who has access to it</li><li>• Teaches the correct biological/medical names for the genitalia and reproductive organs, and emphasises honesty about using them – giving young people the right language to describe the private parts of their body helps them to seek help if they are concerned or being abused, and will support girls at risk of female genital mutilation (FGM)</li></ul>

**It's important to note that the young people who are most vulnerable in your school are often the ones who are least likely to be receiving good quality RSE at home. This means that it is even more essential that RSE can provide the safeguarding they need and deserve.<sup>3</sup>**

Safeguarding is not just about protecting young people from deliberate harm or neglect. You will also need to ensure the following aspects are included and up-to-date in your school safeguarding policy:<sup>1</sup>

- Young people's health, safety and well-being
- Educational visits
- The use of reasonable force
- Intimate care and emotional well-being
- Meeting the needs of young people with medical conditions
- Online safety and associated issues
- Providing first aid
- Appropriate arrangements to ensure young people's security, taking into account the local context

Considering these aspects while using the [DO... Update your RSE policy](#) resource will also help you to ensure that your safeguarding procedure is cohesive with your RSE programme.



# How to ensure that your school's safeguarding provision is effective

**Every member of staff in your school has a role to play in safeguarding children. Teachers, and often RSE teachers in particular, are in a front line position to identify concerns early on and provide help. This is why it's important that RSE teachers are aware of what they're required to know, what to look for and how to deal with concerns:**

- Your school should have a designated safeguarding lead who supports members of staff and liaises with other services – ideally, this should be an RSE teacher and every teacher who teaches RSE should be aware of who this is
- RSE teachers should be trained on identifying and taking action for young people deemed at risk – your Local Safeguarding Children Board (LSCB) should be able to advise you on appropriate, up-to-date child protection training
- RSE teachers in particular should be made aware of and understand the policies and processes in your school that support safeguarding – via their induction, via staff room noticeboards and via regular refresher meetings
- All staff members should always maintain an attitude of 'it could happen here', and if they are concerned about someone they and your school should always act in the best interests of that young person
- The school environment should be a safe learning environment for young people – this can be built through the values and skills intrinsic to high quality RSE training and lessons
- Young people in your school should feel protected and safe, and should be able to identify a trusted adult with whom they can communicate about any concerns, know who to talk to for help and how to access support within school
- Written records should be made, kept up-to-date and held securely for any young person who is a cause for concern about the safety or welfare
- If young people go missing from your school or from home, there should be well-coordinated responses within school and with relevant services that reduce the harm or risk of harm to them – local procedures about notifying the local authority and parents should be available, understood and followed

**For more information on safeguarding for school staff, please distribute the Department for Education document: 'Keeping children safe in education. Information for all school and college staff.'**

Available at: [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447596/KCSIE\\_Part\\_1\\_July\\_2015.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2015.pdf)



## Building upon your current safeguarding procedure with DO...

It's important that you regularly review your safeguarding procedure to ensure that it remains updated with the latest guidance and in line with your RSE policy. Setting up partnerships with local services (as outlined in the **DO... Increase awareness of services** resource) can help you liaise with professionals about local issues that could be supported through your safeguarding procedure and RSE lessons.

### GUIDELINES TO CONSIDER:

The Department for Education provides statutory guidance detailing what schools and colleges must do to safeguard and promote the welfare of children and young people under the age of 18

- 'Keeping children safe in education: for schools and colleges' available at: [www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

There is clear guidance from Ofsted when inspecting safeguarding in education, skills and early years settings, for use from September 2015

- 'Inspecting safeguarding in early years, education and skills settings' and are available: [www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015](http://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015)



# Further support from the DO... Collaboration

## DO... Resources for teachers

The **DO... Resources for teachers** have been specially developed by dedicated and experienced sexual health trainers and educators. They encourage a new approach to RSE that helps make it more relevant and approachable for students, and more comfortable for teachers to deliver.

Consisting of innovative lesson plans, unique teaching activities and a new focus on skills, values, emotions and critical thinking, the DO... resources for teachers will help them facilitate really engaging lessons that empower young people to learn for themselves and from each other.

## Training for teachers

Many members of the DO... Collaboration provide quality training for teachers who want to develop their skills further.

Brook has been providing training to adults working with young people for more than 50 years.  
[www.brook.org.uk](http://www.brook.org.uk)

FPA have a broad range of online training courses for teachers.  
[www.fpa.org.uk](http://www.fpa.org.uk)

Justin Hancock (Bish) offers a number of training courses on Relationships and Sex Education.  
[www.bishtraining.com](http://www.bishtraining.com)

SEF offer a range of training opportunities (available both locally and nationally) to support the continued professional development of anyone involved in teaching RSE.

[www.sexeducationforum.org.uk](http://www.sexeducationforum.org.uk)

RSE Hub offer a wide range of full day, half day or twilight training courses.  
[www.rsehub.org.uk](http://www.rsehub.org.uk)

Brook, FPA, Bish and The Mix can also provide young people with free information, confidential advice, great sexual health services and emotional support.

[www.brook.org.uk](http://www.brook.org.uk)  
[www.fpa.org.uk](http://www.fpa.org.uk)  
[www.bishuk.com](http://www.bishuk.com)  
[www.themix.org.uk](http://www.themix.org.uk)





## Further information

- **Brook** – the UK’s leading sexual health charity for young people under 25  
[www.brook.org.uk](http://www.brook.org.uk)
- **Bish websites** – online advice and information for both professionals and young people, created by Justin Hancock, an experienced relationships and sex educator  
[www.bishtraining.com](http://www.bishtraining.com) (for professionals) & [www.bishuk.com](http://www.bishuk.com) (for young people)
- **Sex Education Forum** – a membership organisation that works together with its members for quality relationships and sex education  
[www.sexeducationforum.org.uk](http://www.sexeducationforum.org.uk)
- **RSE Hub** – a membership organisation that believes that relationships and sex education (RSE) should be an entitlement for all children and young people  
[www.rsehub.org.uk](http://www.rsehub.org.uk)
- **Family Planning Association** – a UK registered charity working to enable people to make informed choices about sex and to enjoy sexual health  
[www.fpa.org.uk](http://www.fpa.org.uk)
- **National Aids Trust** – the UK’s leading charity dedicated to transforming society’s response to HIV  
[www.nat.org.uk](http://www.nat.org.uk)
- **NAHT** – an independent trade union and professional association of over 28,500 members occupying leadership positions across a broad spectrum of educational institutions and settings, providing an effective voice in educational policy-making across all phases  
[www.naht.org.uk](http://www.naht.org.uk)
- **The Mix** – the UK’s leading support service for young people, helping them to take on any challenges they’re facing and providing young people with free, confidential help and advice  
[www.themix.org.uk](http://www.themix.org.uk)

## REFERENCES:

1. Ofsted (2015). Inspecting safeguarding in early years, education and skills setting. Ofsted 150067.
2. Brook, PSHE Association, Sex Education Forum (2014). Sex and relationships education (SRE) for the 21st century. Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000).
3. House of Commons Education Committee (2015). Life lessons: PSHE and SRE in schools.





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[www.dorseforschools.com](http://www.dorseforschools.com)