

Relationship and Sex Education Policy

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1. Aims

The aims of relationships and sex education (RSE) at Dubai College are to:

- Provide a framework in which sensitive discussions can take place giving careful consideration to the cultural context and values of the UAE
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Teach students the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a British Independent School based in the UAE, we must abide by the regulations outlined by the Ministry of Education in the Code of Conduct for Education Professionals in General Education. This is a professional and ethical code of conduct for educational professionals in general education institutions and lists a set of approved foundations and rules that govern the behaviors of workers in the education sector. These must be adhered to and observed, and are consistent with values, social justice, responsibility, laws and legislation.

The second section outlines the 'Behavioral and Professional Obligations' of staff and includes information about acceptable behaviours of staff linked to the delivery of sensitive topics. In the UAE, the Ministry of Education does not have an obligatory stamp on making sex education a vital part of the curriculum in schools, whether they are public or private, however, as a British School we recognise and value the importance of making this a compulsory part of our wider curriculum provision.

We recognise that to align with UK schools, we must provide RSE to all students under the [Children and Social Work Act 2017](#). In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties, where permitted, as set out in:

- Sections 403, 404 and 405 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010 (except for points 7 and 12)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Dubai College, we teach RSE as set out in this policy and as one part of our whole school Rolling Positive Education Programme (RPEP).

3. Definition

- RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, 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.**

4. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we adapt it as and when necessary and review all content on an annual basis.

We have developed the curriculum in line with prescribed topics from the RSE document considering the cultural context, age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request and publish all RPEP topics at the start of the academic year as well as giving a reminder to parents before the start of each 8-week rotation. For more information about our RSE curriculum, see our full RPEP curriculum map in Appendix 1.

5. Delivery of RSE

RSE is taught within RPEP which also includes material from the personal, social, health and economic (PSHE) education curriculum, careers education, online safety, scholarly behaviours and moral education. Biological aspects of RSE are taught within the science curriculum.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including: Families; Respectful relationships, including friendships; Positive digital footprints regarding positive online behaviours and appropriate use of social media; Being safe; Intimate and sexual relationships, including sexual health. Appendices 1 and 2 have more detailed information.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them.

We will also be mindful of UAE law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lessons, makes students feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Consider the use of adaptive teaching within sessions to ensure maximum accessibility

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress
- Are culturally appropriate and sensitive

7. Use of external organisations and materials

- We will make sure that where external presenters are used and all delivery materials are appropriate and in line with our legal duties around political impartiality.
- The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine UAE law as well as the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with students' developmental stage
 - Comply (where possible) with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

Share all external materials with parents and carers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Deputy Head: Pastoral & DSL.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for ensuring resources and materials are available to parents and carers on request. The Headteacher will delegate the responsibility of monitoring withdrawal requests to the Heads of Year. Where issues arise each Head of Year will liaise with parents and managing any requests to withdraw students from any curriculum area where components of RSE fall outside the scope of family beliefs/wishes.

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the specific components of RSE

Staff do not have the right to opt out of teaching RSE but the options system for teaching RPE modules ensures that all staff who are delivering the content are skilled with and comfortably in delivering this material. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Heads of Year are responsible for:

- Quality assuring material being taught in their year group when not teaching
- Ensuring the content being delivered is age appropriate
- Working alongside staff involved in planning the RSE content to ensure this fulfils requirements

8.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents/carers have the right to withdraw their child from components of sex education within 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.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head of Year or on entry to the school using the form supplied in the welcome handbook.

A copy of withdrawal requests will be placed in the pupil's educational record in iSAMS. The Head of Year will discuss the request with parents/carers and take appropriate action.

Alternative school work will be given to students who are withdrawn from sex education and this will be in a separate venue in consultation with the Head of Year.

10. Training

CPD opportunities are offered to all staff at Dubai College. Staff may request this at any time in order to support their delivery of RSE topics. The Deputy Head: Pastoral or Heads of Year will also invite visitors from outside the school, to provide support and training to staff teaching RSE on request.

11. Monitoring arrangements

The delivery of RSE is monitored by the Heads of Year and Deputy Head: Pastoral & DSL through Learning Walks/Drop Ins during the RPEP lessons.

The college will monitor the situation and provide support where possible.

Policy Details	
Version date	September 2025
Last review	September 2024
Next review	September 2026
Responsible SLT	Deputy Head: Pastoral & DSL

Appendix 1: RPEP Curriculum map (including RSE)

	Block 1	Block 2	Block 3	Block 4
Year 7	1. Getting to know me	9. Random Acts of Kindness	17. Philanthropy	25. Growth Mindset I
	2. Effective Goal Setting	10. Technology Addiction	18. Sustainability - Environment	26. Failure and Making Mistakes
	3. How are we all unique/self-esteem	11. Conflict Management	19. Diversity – Similarities and Differences	27. Peer Pressure
	4. Introduction to Oracy(SLA)	12. Relationships – Family	20. Academic resilience	28. Social Media
	5. Wellbeing/Happiness	13. Organisational Skills	21. Mindfulness I	29. Your Digital Footprint
	6. Time Management and Decision-making	14. Benefits of physical activity	22. Teamwork	30. Managing Your Pocket Money
	7. How to be a friend	15. Learning Strategies: Spaced and Retrieval Practice(LCA)	23. Communication using IT	31. Influence of Advertising
	8. Introduction to Science of Learning (LCA)	16. Bullying	24. Animal Rights	32. Computer Risks – Scams/data sharing

	Block 1	Block 2	Block 3	Block 4
Year 8	1. Character Strengths	9. Neurodiversity	17. Careers	25. Growth Mindset II
	2. Effective Goal Setting	10. Cyber Bullying	18. Sustainability – Fair Trade	26. Fake News / Technology
	3. Social Media and Body Image	11. Moving on / effects of change	19. Discrimination	27. Refugees
	4. Oracy Next Steps (SLA)	12. Relationships - Friends	20. Social Resilience	28. Finding Balance
	5. Managing Emotions	13. Research Skills	21. Loneliness	29. Grief and bereavement
	6. Healthy Eating	14. Drugs (Factual)	22. Teamwork	30. The Value of Money – Different Countries
	7. Trust	15. Learning Strategies: Elaboration (LCA)	23. Communication – verbal	31. Privacy Matters
	8. Science of Learning Next Steps (LCA)	16. Inappropriate / non-inclusive language	24. The Art of Debating	32. Children's Rights

	Block 1	Block 2	Block 3	Block 4
Year 9	1. Vaping	9. Kindness in Action	17. Anxiety	25. Online and media: the impact of viewing and distributing harmful content
	2. Fast Tomato – Career Pathways	10. Drugs – Peer Pressure	18. Sustainability - Innovation	26. Stress Management
	3. Social Media and Mental Health	11. Bullying and the Role of Peers	19. Stereotyping	27. Entitlement and Privilege (viral racing video)
	4. Academic Integrity	12. Media and Gender Roles	20. Decision-making	28. Identifying Unhealthy Coping Strategies
	5. Mental Health and Stigma	13. Social and Emotional Learning(LCA)	21. Mindfulness II	29. Online Grooming
	6. The Importance of Sleep	14. Drugs (Consequences)	22. Teamwork	30. Effective Goal-Setting
	7. Philosophical Thinking	15. Learning Strategies - Mind Maps and Dual Coding (LCA)	23. Communication – Public Speaking	31. Employment Pathways
	8. Your Digital Legacy	16. ‘No’ means ‘no’	24. Financial Planning	32. Employment Rights and Responsibilities

	Block 1	Block 2	Block 3	Block 4
Year 10	1. Health-related Decisions: Exercise	9. Financial Choices: Financial Decisions and Risk	17. Learning skills - evaluate and develop skills	25. E-Safety: Online Legal Reputation & The Dark Web
	2. Mental Health and Emotional Wellbeing: Empathy	10. Mental Health and Emotional Wellbeing: Hormones and Physical Change	18. Mental Health and Emotional Wellbeing: Self-harm	26. Financial choices: challenging financial exploitation
	3. Managing Risk and Personal Safety: Drugs/ Alcohol/Tobacco	11. Health-related Decisions: Balancing online time	19. E-Safety: Helping Others	27. Health-related Decisions: Cosmetic Surgery, Tattoos, Piercings
	4. Bullying, Abuse and Discrimination	12. Managing Risk and Personal Safety: identifying risk	20. Positive Relationships: Consent	28. Positive Relationships: Managing Risk in New Settings
	5. Health-related decisions: Endometriosis and PCOS	13. Consent: Sexting and Pornography	21. Relationships Values: Managing Change and Grief	29. Media Literacy and Digital Resilience: How Personal Data is Generated and Shared
	6. Learning Skills: Introduction to Unifrog	14. House Competition: Teamwork	22. Relationships Values: Risks online	30. Consent: Sexual Assault
	7. Financial Choices: Budgeting	15. Relationships Values: Prejudice	23. Media Literacy and Digital Resilience: Fake News	31. Positive Relationships: Unhealthy Relationships, Domestic Abuse
	8. E-Safety: Online communities to support change	16. Learning Strategies II: Dual Coding and Elaboration	24. E-Safety: Managing Online Information	32. Contraception and Parenthood: Abortion

	Block 1	Block 2	Block 3
Year 11	1. Health-related Decisions: Sleep	9. Financial Choices: Support for Financial Decision-Making	17. Bullying: Honour-based violence, forced marriage
	2. Self-concept and personal safety: Self-esteem	10. Health-related Decisions: Diet	18. Self-Concept / E-Safety: Body Image
	3. Managing Risk and Personal Safety: Gambling, Trading, Risk	11. Social Influences – Peer Pressure	19. Mental Health and Emotional Wellbeing: Suicide Prevention
	4. Sexual Health and Fertility: Intimacy, Emotions	12. Managing Risk and Personal Safety: First Aid, CPR	20. Sexual Health and Fertility: STIs
	5. Learning Skills: Effective Note taking	13. Sexual Health and Fertility: Readiness for Sex, Contraception	21. Sexual Health and Fertility: Unplanned Pregnancy
	6. Learning Skills: Unifrog	14. House Competition: Teamwork	22. Consent: Impact of Drugs and Alcohol
	7. Financial Choices: Recognising Influences and Managing Financial Decisions	15. Learning Strategies: Mindset of a high performing learner	23. Media Literacy and Digital Resilience: Extremism
	8. Social Media for change	16. Work and Careers: Career Identity	24. E-Safety: Copyright and Ownership

Block 4 for Year 11 = 2 study periods and 1 final leavers assembly

	Block 1	Block 2	Block 3	Block 4
Year 12	1. Cookery	9. Personal Safety	17. Domestic Chores	25. Sustainable Living
	2. Families I	10. Bike Maintenance	18. Life Skills	26. Bystander effect
	3. House Competition: Teamwork	11. Male & Female Health (endometriosis)	19. House Competition: Teamwork 1	27. House Competition: Teamwork 2
	4. Sexual Pressure	12. CVs and Cover Letters	20. Families II	28. Getting to know the law
	5. Y12 Moral Ed: Universal Culture 1	13. Y12 Moral Ed: Markets and Trades	21. Y12 Moral Ed: Global Citizenship 1	29. Online Privacy and security
	6. Online relationships Wellbeing -Sleep!	14. The Anxious Generation	22. Online Health, well-being and lifestyle	30. Y12 Moral Ed: Global Citizenship 2
	7. Consent I	15. DEI – racism	23. World of Work	31. DEI – gender equality,
	8. Physical Health and Transition	16. Friendships and Transition	24. Careers	32. Toxic Relationships

	Block 1	Block 2	Block 3
Year 13	1. Moral Education: Globalisation 1	9. VESPA	17. Spinning class
	2. Moral Education Project 1	10. Cooking at university	18. Pregnancy, Miscarriage and Adoption
	3. House Competition: Teamwork	11. Employability	19. Revision Strategies
	4. Moral Education: Ethics 1	12. Moral Education: Ethics 2	20. Yoga/mindfulness
	5. Moral Education: Globalisation 2	13. Mental Health at University	21. Jobs of the future
	6. Moral Education Project 2	14. Self Defence	22. First Aid at uni
	7. Interview Skills	15. Applying for a job	
	8. Moral Education: Finance	16. Moral Education Project 3	

Block 4 for Year 13 = 2 study periods and 1 final leavers assembly

Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010, where culturally acceptable) and that everyone is unique and equal

TOPIC	STUDENTS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, and within UAE law) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	