

RSE External Agency Statement

Why choose Dhiverse as an outside agency to work with your school or provision?

The advice from the Department for Education (DfE) about using outside agencies to compliment RSE delivery has been confusing. We want schools to feel confident when they book Dhiverse that they can expect quality RSE provision that is delivered skilfully, professionally, empathetically and always in line with DfE guidance.

We believe that the optimum RSE curriculum is robust, tailored, considers the wishes of students and is delivered by a mix of trained and competent school staff and subject experts from outside agencies.

This means that students get the best of both worlds; they get consistent delivery from a member of staff they know well and can form a trusting relationship with boundaries. They also get access to expert knowledge from a professional they don't have to see every week and might feel more comfortable asking difficult or embarrassing questions.

Additionally, we only work collaboratively or in partnership with other agencies and organisations who are able to demonstrate they work in line with our ethos and values.

Dhiverse can complement your RSE delivery by offering **expert RSE practitioners**.

What does an expert RSE practitioner look like?

A good RSE practitioner:

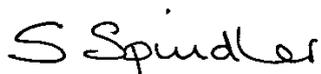
- **Would never** offer advice, tell a young person what to do or attempt to influence a young person, but may explain the young person's options so the young person can make their own informed decisions.
- **Would never** express any political views, but they would model positive social skills and values such as honesty, respect, compassion, equity and accessibility, understanding and freedom of choice.
- **Would** be trained and feel confident to give age appropriate answers and explanations that centre the safety and wellbeing of their students.

- **Would** feel confident to read and interpret scientific and sociological research. They would be able to identify which information is reliable, they would keep up to date with research and apply that learning to their work.
- **Would** differentiate their lessons to make them accessible for students with differing learning needs, and be able to signpost to other options for education and support.
- **Would** have an expert grasp of safeguarding, would feel confident to follow safeguarding procedures under stress, and would be trained to identify signs of abuse, exploitation and grooming, risk of FGM, risk of forced marriage, extortion and more.
- **Would** have detailed knowledge of the law around relationships and sex, including knowledge how the law is applied. They would be able to explain the law in a way that young people can understand. They would support young people to factor the law into their own decision making.
- **Would** actively work to challenge stereotypes around disability, race, sexuality and gender. They would understand the differences between sex, gender identity and gender expression and would never assume to equate the three. They would approach the topic of gender identity from a strong evidence base, and with student's safety and wellbeing at heart.
- **Would** know the limits of their knowledge, and would feel confident to say 'I don't know' or 'we don't know that yet'.

Diverse in a nutshell – including 'Our Values': <https://www.dhiverse.org.uk/all-about-dhiverse/all-about-us/>

Our key policies: <https://www.dhiverse.org.uk/our-policies/>

Please do not hesitate to get in touch if there is anything you would like to discuss.



Sharron Spindler
Chief Executive

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