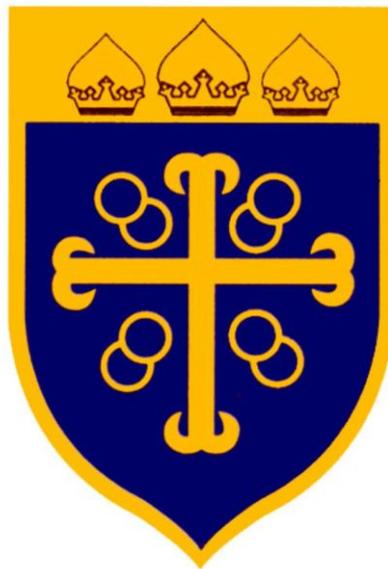


July/2019

Curriculum Policy Document

Durham Trinity School



**Relationship and Sex Education Policy
'RSE'**

This policy was revised: Jul 2019/SMc/V5

Relationship, Sex Education Policy (RSE)

Durham Trinity School & Sports College

September 2018

1. This policy was developed in response to the following;

- Sex and Relationship Education Guidance, DfES 2000
- Supplementary Guidance Sex and Relationship Education (SRE) for the 21st Century, 2013
- Draft Guidance- Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE February 2019
- Equalities Act, 2010
- Not Yet Good Enough: Personal, social health and economic education in schools, Ofsted 2013
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, House of Commons Education Committee, 2015
- Keeping Children Safe in Education- Statutory Safe Guarding Guidance, 2018
- Children and Social Work Act, 2017
- Transforming Children and Young People's Mental Health Provision, Green Paper, July 2018
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This policy should be considered alongside the following policies:

- E Safety/Online Safety Policy
- PSHE (including Citizenship) Policy
- Keeping Children Safe Policy
- Behaviour and Emotional Wellbeing Policy
- Anti-Bullying Policy
- Safeguarding Policy (Including Child Sex Exploitation)
- Equality Policy
- Computing Curriculum Policy
- Science Curriculum Policy

DTS & SC recognises that a clear RSE policy will support the school in meeting outcomes of staying healthy and staying safe. This policy has been drawn up by reviewing the previous DTS & SC RSE policy. It incorporates the latest guidelines and ensures a framework for a relevant RSE curriculum for all of our pupils and students taking into account issues such as sexuality, identity, disability, ethnicity and faith. Our whole school approach is that we believe our pupils/students have entitlements to a person centred appropriate RSE curriculum.

2. The Consultation Process Has Involved:

- Pupil focus groups / school council

Provision will be based on the actual needs of children and young people so that it is relevant to their lives. Children and young people should be consulted through focus groups, questionnaires, and discussion. Children and young people are also asked for their ideas about how RSE is taught (for example teaching methods and resources). The delivery is inclusive in terms of gender, identity, disability, ethnicity, culture, age, religion or belief or other life-experience.

- **Questionnaires and engagement with parents / carers**

The school is pro-active in communicating with parents and carers around RSE

The school offers support to parents/ carers to enable them to talk to their children about RSE issues. The views of parents and carers about RSE are regularly sought via consultations and questionnaires. Parents/ carers are made aware of their right to withdraw their children from any non-statutory aspects of RSE. Information around RSE is made available to parents and carers through the school website and prospectus. School makes available resources and activities to support parents and carers in their role of talking about RSE at home.

- **Review of RSE curriculum content with staff and pupils**

RSE learning outcomes have been set that are appropriate to the age, development and ability of the children and young people in the setting ensuring there is enough time allocated specifically for RSE within a programme. Links are made with other subjects / issues so that learning is rich and relevant. The cultural and religious background of the children and young people is reflected in the curriculum. The teaching objectives balance; knowledge and understanding, exploring values and attitudes and developing skills. The content includes aspects of relationships, not just the biology and there is flexibility to respond to the changing needs of children and young people, for example new topics identified through question boxes or consultation.

The continuing professional development of staff delivering RSE is identified and a plan is in place to meet these needs. All staff delivering RSE is provided with and are able to access appropriate and up to date CPD including external courses and networks. RSE CPD is identified in the CPD programme. Schools commissioning or 'buying in' CPD are able to demonstrate that the provision is high quality, up to date and appropriate. New members of staff are provided with Professional Development as part of their Induction Programme

- **Consultation with wider school community e.g. school nurse, EDS and external agencies**

There are clear criteria for the selection of external agencies that contribute to RSE. External contributors should not deliver RSE without there being a member of staff present. Contributions by external agencies are supported by preparatory and follow up work, and where possible through joint delivery with school staff. School nurses and local health professionals make an appropriate

contribution to RSE. The school contributes knowledge about children and young peoples' needs identified in RSE into relevant local forums, for example, Health and Wellbeing Boards, Area Action Partnerships etc. Local health priorities reflected in the RSE programme are communicated to the school's wider community

- **Consultation, agreement and implementation of policy by school governors**

There is a named designated school governor for RSE. The designated Governor will meet termly with the RSE Coordinator and assigned Senior Leader to monitor the planning and delivery of the RSE Curriculum. Senior Leaders explicitly state and demonstrate their support for high quality RSE.

3. What Is Relationship and Sex Education, RSE?

Relationship & Sex Education is taught as part of the Personal, Social and Health Education (PSHE) curriculum at DTS & SC. Our approach to RSE goes beyond the provision of biological information; it focuses on attitudes and values, developing self-esteem and the skills to manage relationships and keeping safe, including on and offline. RSE has links made with other parts of the PSHE curriculum in particular alcohol and drug education and E- safety.

At DTS & SC RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Based on the current guidance our comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

This school takes full account of these obligations and legal obligations of section 2.1 of the National Curriculum framework (DfES, 2013) which states:

*'Every state-funded school must offer a curriculum which is balanced and broadly based and which: **promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'***

4. Principles and Values

In addition, DTS & SC believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Be needs and age appropriate
- Encourages every student to contribute to their community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and the acceptance of differences.
- Encourages students and teachers to share and respect each other's views.
- We aim to be positively inclusive, without promotion of any particular family structure. The important values are love, respect, kindness and generosity and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Relationship and Sex Education in this school has three main elements:

Attitudes and Values

Primary:

- learning the value of respect, love and care;
- learning the value of family life, stable and loving relationships, and marriage;

Secondary:

- learning about the nurture of children and successful parenting
- learning the importance of values, individual conscience and moral choices;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about perceived 'normal' behaviour.

Personal and Social Skills

Primary:

- developing an appreciation of the consequences of choices made
- managing conflict;

Secondary:

- Developing positive self-esteem and confidence
- learning to manage emotions and relationships confidently and sensitively including on and offline
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)
- How to report concerns of abuse, and the vocabulary and concerns to do so

Knowledge and Understanding

Primary:

- learning and understanding emotional and spiritual development
- learning and understanding physical development at appropriate stages;

Secondary:

- learning and understanding physical development at appropriate stages;
- understanding gender identity, reproduction, sexual health, emotions and relationships;
- learning about contraception, STI's and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.
- 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
- Know the key facts about puberty, the changes in the adolescent body (including physical and emotional) and menstrual wellbeing (Health Education)
- Learn where to go for help and advice and how to access local and national services

All three main elements will be taught across all Key Stages and Specialism where appropriate to level of understanding and learning ability.

5. Aims and Objectives

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex including violence in teenage relationships
- to understand the meaning of consent
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; gender identity, challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves in a variety of situations including exploitation, abuse and violence and uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships, in particular consent, sexting and E-Safety
- the understanding of, giving or withdrawal of consent

As a result, pupils and students should;

- increase their factual knowledge of the human body in order to feel comfortable with their own body and developing sexuality
- follow a programme, appropriately related to personal needs, cognitive ability and levels of maturity
- develop the learning outcomes from the National Curriculum of Science and PSHE
- learn how to keep themselves safe and where to seek help and support (signposting)

6. Roles & Responsibilities

Senior Leader responsible for RSE across the school; Mr Matthew (Deputy Head)

Middle Leader responsible for RSE design and delivery; Mrs McCarthy (Pupil Emotional Well-Being Lead)

RSE School Governor; Mrs Michelle Mullholland

7. Organisation and content of the Relationship and Sex Education

DTS & SC specifically delivers Relationships and Sex Education through discrete weekly lessons to Key Stage 3, 4 & 5. Some elements are also delivered through PSHE Programmes, RE and Science lessons at KS3 and KS4. Tutors deliver the PSHE Curriculum with support from professionals where appropriate whilst a trained teacher is responsible for the planning and delivery of the RSE curriculum. RSE lessons focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. The PSHE Programme and Science National Curriculum are taught in every year.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons a group agreement will be established which protects personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the group agreement established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time. If needed more expert or specialist teachers may support staff which are uncomfortable with teaching certain aspects of the curriculum. Support is offered with the year team or from the PSHE co-ordinator who will help with planning or delivery lessons if required.

Assessment is carried out at the beginning and end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

Principles for all staff and adults working in the context of personal care and development

- Treat every pupil as an individual; with dignity and respect.
- Relate language and behaviour to the chronological age of the pupil.
- Reinforce the 'private' concept in all situations.
- Discourage older pupils from inappropriate behaviour, for example, sitting on laps, hugging and kissing upon greeting people.
- Personal care to be carried out by an adult of the same sex as the pupil, where possible.

Resources

The most valuable resource is to be found within the understanding, experience and skills of the school staff. However, the school will try to ensure the availability of photos, slides, DVD's, PowerPoint presentations, and good quality models for appropriate illustrative and teaching purposes. Additional resources for sex and relationships education can be found in the P.S.H.E list of resources (See PSHE Policy for further information). It is anticipated that personnel from outside school, will be involved in teaching the sex and relationships education programme. However, where any involvement is planned, it is important that visitors are aware of the principles and attitudes outlined in this document and that parental permission be gained.

Long Term Overview of themes

Whole School					
Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
Relationships	Feelings	My Body	Life Cycles/Human Reproduction	Keeping Safe & Looking After Myself/Consent	People who help me/Getting help & advice

Secondary Long Term Overview

Key Stage 3 Identifying Relationships		
Autumn – Understanding different types of relationships	Spring – Changes in puberty & consent (signposting)	Summer - Managing feelings, emotions & attitudes
Key Stage 4 Developing Relationships		
Autumn – Developing positive healthy Relationships	Spring – Body Image & Self Esteem (Signposting)	Summer – Consent, social & personal safety, accessing services
Key Stage 5 Establishing Relationships		
Autumn – Managing social relationships	Spring – Managing intimate Relationships	Summer – Accessing Health Services (Signposting)

Sexual Abuse

Recent years have seen increased concern about the occurrence and effects of sexual abuse. If the issue is avoided, the needs of children and young people are ignored.

There are three main areas of concern for teachers.

1. Promoting the skills of assertiveness including consent (saying no).
2. Self-esteem and the skills of self-expression can be a significant contribution to the prevention of future cycles of abuse.
3. Detecting signs of abuse of a physical, emotional or social nature.

Morality

Morality is an essential aspect of sexuality and relationships. The morality of the next generation is best influenced by example, reasoned discussion, and clarification of values, rather than through instruction. A broad sex and relationships education programme can promote the values that are common to all societies that respect human dignity.

These would include:

1. The value of family life.
2. Respect for individual and human rights.
3. Non-violation of human dignity.
4. Positively & Healthy Relationships.

8. Inclusion

We will ensure that all pupils receive relevant Sex and Relationships Education and we will offer provision appropriate to the needs of all our pupils offering specialist advice where appropriate.

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Gender Identity and Sexual Orientation (LGBT+)

We aim to deal sensitively and honestly with issues of gender identity and sexual orientation LGBT (Lesbian, Gay, Bi Sexual & Transgender), answer appropriate question and offer support. Young people, whatever their developing sexuality & identity need to feel that sex and relationship education is inclusive and relevant to them.

9. Right of withdrawal of students from Relationship and Sex Education

DTS respect that some parents prefer to take the responsibility for aspects of this element of education. Parents have the right to withdraw their children from some parts of sex education, (not relationship education), delivered as part of statutory RSE. It is good practice for the head teacher to discuss the request and as appropriate, with the young person to clarify the nature and purpose of the curriculum, the benefits of receiving the important information, and possible detrimental effects that the withdrawal might have.

In exceptional circumstances for example when they propose to educate their child at home, the school will respect the parent's request, up to and until three terms before the child turns 16. After

that point the student can choose to attend RSE. Their SEND should not be a consideration for the head teacher to grant a parental request, apart from in exceptional circumstances. Parents are welcome to review any RSE resources the school uses.

10. Safeguarding, reports of abuse and confidentiality

There may be times when a child wishes/needs to confide in a member of staff however it will be made clear to pupils that teachers and all adults in school cannot guarantee absolute confidentiality (Please see Confidentiality Policy for further information.) DTS & SC's Child protection policy outlines areas of responsibility and referral procedures should a pupil/student confide in a member of staff a matter causing concern. In any case where child protection procedures are followed, the teacher/staff will ensure that the young person understands that if confidentiality has to be broken, they will be informed first; this should be made clear when forming the Class Agreement. Teachers are not legally bound to inform parents of any disclosure unless the Senior Safeguarding Lead has specifically requested them to do so.

Young People under the age of 13

By law under 13's do not have the capacity to consent to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact (formerly Social Care Direct), identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

Young people between 13 – 16

Sexual Activity with a young person in this age group is a criminal offence under the Sexual Offences Act 2003. The Act reinforces that whilst mutually agreed, non-exploitive, nor coercive sexual activity between teenagers does take place and that often no harm comes from it, the legal age of consent remains 16. This acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such. Recent changes in law around consent places the emphasis on proving that consent is secured by the person initiating sex, and not the assumption that it has been

obtained from the other person. This is based on them being free, able, has capacity to give consent, and that on each occasion it is negotiated and agreed.

Consideration should be given in every case of sexual activity involving 13-15 as to whether a discussion with other agencies and whether a referral should be made to Safeguarding and Specialist Services. Cases of concern should be discussed with the nominated child protection lead and subsequently with other agencies as required.

When confidentiality needs to be preserved a discussion can still take place as long as it does not identify the child (directly or indirectly).

Where there is a reasonable cause to suspect that significant harm to a child has occurred/might occur, there should be a presumption that the case is reported to Safeguarding and Specialist Service

All cases should be carefully documented including when a decision is taken not to share information.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

Fraser Guidelines - It is good practice for doctors and other health professionals to follow the criteria outlined by Lord Fraser in 1985, "The House of Lords" ruling commonly known as the Fraser Guidelines.

- The young person understands the health professional's advice.
- The health professional cannot persuade the young person to inform his or her parents or allow the doctor to inform the parents that he or she is seeking contraceptive treatment;
- The young person is very likely to begin or continue having intercourse with or without contraceptive treatment;
- Unless he or she receives contraceptive advice or treatment, the young person's physical or mental health or both are likely to suffer;
- The young person's best interests require the health professionals to give contraceptive advice, treatment or both without parental consent.

These procedures should be read in conjunction with the Durham LSCB protection procedures (link) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18'

11. Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the RSE Lead and Senior Leadership Team to oversee and organise the monitoring and evaluation of PSHCE, including Relationships and Sex Education, in the context of the overall school plans for monitoring the quality of teaching and learning. Assessment is carried out

where appropriate, for example at the end of every module, and includes teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills and attitudes

This document provides guidance for our relationships and sex education teaching. The content will be reviewed regularly as part of an evaluation process without policy changes taking place.

Evaluation will help us to discover if it is working? Why is it/is it not working? What changes - if any - are required?

The Governors Curriculum Staffing and Resources Committee is responsible for overseeing, reviewing and organising the revision of the Relationships & Sex Education Policy. Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's relationships and sex education policy, and on support and staff development, training and delivery.

Head teacher signature.....

RSE Governor Signature.....

Date

Pupils will be consulted