



Durham Johnston

RELATIONSHIP AND SEX EDUCATION AND HEALTH EDUCATION POLICY (RSHE)

PENDING

1	SUMMARY	<p>The policy has been created in line with the statutory 'Relationships Education, Relationships and Sex Education, and Health Education' 2019 guidance ((updated September 2021)</p> <p>This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.</p> <p>The Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving secondary education must be taught RSE and Health Education. The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools</p>			
2	RESPONSIBLE PERSON:	Headteacher			
3	APPLIES TO:	Students Year 7-13			
4	GROUPS/ INDIVIDUALS WHO HAVE OVERSEEN THE DEVELOPMENT OF THIS POLICY:	Assistant Headteacher with responsibility for personal development, personal development team; teaching staff; students, parents, governors, advisory staff and other relevant external partners.			
5	RATIFYING COMMITTEE(S) & DATE OF FINAL APPROVAL:	Headteacher & Governing Body Date pending			
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1. Rationale and ethos

This policy has been created in line with the statutory 'Relationships Education, Relationships and Sex Education, and Health Education' 2019 guidance (updated September 2021 [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92522/Relationships_and_sex_education_(RSE)_and_health_education_-_GOV.UK.pdf)).

All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.

For the purpose of this RSE and health policy, **“relationships and sex education”** is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE is not about the promotion of sexual activity.

For the purpose of this RSE and health policy, **“health education”** is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

For the purpose of this RSE and health policy, **parent** refers to those legally responsible for the child, such as carer.

At Durham Johnston Comprehensive School we understand the importance of educating pupils regarding RSE and health education. To embrace the challenges of creating a happy and successful adult life, pupils need the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, to build their self-efficacy and develop the capacity to make sound decisions when facing risks, challenges and complex contexts. We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain, where they can **dare to be wise** (*sapere aude*). We are committed to the principles of good RSE set by the Sex Education forum (see **Appendix 1**).

The purpose of RSE and health education at Durham Johnston Comprehensive School is to provide young people with medically, legally and factually accurate, up-to-date and impartial information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It supports them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. The teaching of RSE and health education helps prepare pupils for the opportunities, responsibilities and experiences of adult life. It also supports the development of spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

The aims of relationship and sex education (RSE) and health education at Durham Johnston Comprehensive School are to:

- Help children and young people to understand and take care of their physical health;
- Improve children and young people's emotional well-being and mental health;
- Safeguard children and young people by supporting them to report harmful behaviour, including online;

- Inform children and young people of their rights and responsibilities in society, leading to greater community cohesion and appreciation of independence and interdependence within relationships;
- Develop emotional intelligence and critical thinking skills, including around gender equity and power dynamics in relationships;
- Reduce harmful behaviour, including sexual violence and relationship abuse, stigma and discrimination;
- Help children and young people to develop positive relationships with themselves and others, based on respect and equality.

We have a statutory obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. We ensure RSE and health education is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). We ensure RSE and health education fosters equality of all protected characteristics including gender and LGBTQ+ equality.

RSE and health education is built upon and supports the core values of Durham Johnston Community School in particular core values 3, 4 and 5:

3. Social Justice; providing opportunities for all, regardless of background.
4. Public Service; the importance of making a contribution to the school community and wider society.
5. Diverse Opportunities; a rounded education that 'opens doors' regardless of location or specialism.

2. Legal framework

2.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act (1996) sections 403, 406 and 407
- Learning and Skills Act (2000)
- Section 80A of the Education Act 2002
- Education and Inspections Act (2006)
- Equality Act 2010 Part 6, chapter 1
- 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
- Supplementary Guidance SRE for the 21st century (2014)
- DfE (2015) 'National curriculum in England: science programmes of study'

- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act 2017 sections 34 and 35
- 'Relationships Education, Relationships and Sex Education, and Health Education' 2019 guidance (updated September 2021).
- DfE (2018) 'Keeping children safe in education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

2.2. This policy operates in conjunction with the following school policies:

- Behaviour Policy
- SEND Policy
- Equal, Diversity and Community Cohesion Policy
- Anti-Bullying Policy
- Safeguarding (Child Protection) Policy
- Personal Development Policy
- Careers Education, Information, Advice and Guidance Policy

3. Roles and responsibilities

3.1. The **Assistant Headteacher for Personal Development** is responsible for:

- Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned;
- Evaluating the quality of provision through regular and effective self-evaluation;
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND;
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn;
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations;
- Ensuring RSE and health education teaching team receive appropriate CPD and RSE training and support.

3.2. The **Headteacher** is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

3.3. The **governing body** is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes;
- Ensuring the subjects are well led, effectively managed and well planned;
- Ensuring the quality of provision is subject to regular and effective self-evaluation; • Ensuring teaching is delivered in ways that are accessible to all pupils with SEND;
- ensuring clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- Ensuring the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

3.4. The **personal development team** are responsible for:

- Overseeing the delivery of RSE and health education.
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum complements, and does not duplicate, the content covered in national curriculum subjects.

- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

3.5. **Tutors and subject teachers** are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering RSE and health education in a sensitive way which is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the **SENCO** about identifying and responding to the individual needs of pupils with SEND.
- Liaising with the **personal development team** about key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the **Assistant Headteacher for Personal Development**.

- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the **DSL**.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

3.6. The **SENCO** is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of LSA and TAs in order to meet pupils' individual needs.
- Identifying key needs to be addressed through the PSHE curriculum.

2.6 The **Pupils** are responsible for:

- Engaging fully and respectfully in RSE and health education and, when discussing issues related to RSE and health education treat others with respect and sensitivity and follow the classroom agreement.

4. Curriculum design

4.1. The RSE and health education curriculum is developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

4.2. We will gather the views of teachers, pupils and parents in the following ways:

- Friday Bulletin
- PIP meetings
- General Information Booklet Transition (Year 6)
- School website
- Letters
- Training sessions
- Questionnaires

4.3. The majority of the RSE and health education curriculum will be delivered through tutor time and assemblies, with statutory elements also being taught via science, computing, PE and design technology. To support transition into secondary school, Year 7 receive an additional hour of discrete PSHE per week. The curriculum is also supported by calendared suspended timetabled sessions where professional bodies provide expert and current advice and guidance.

- 4.4. All content of the RSE and health education curriculum will be medically, legally and factually accurate, up-to-date and impartial.
- 4.5. The **personal development team** will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.
- 4.6. The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.
- 4.7. The school has and will consider(ed) the context and views of the learning community and wider local community and responds to local public health and community issues, when developing the curriculum, to ensure it is reflective of issues in the local area and meets the needs of pupils
- 4.8. The RSE and health education curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs.
- 4.9. The school has and will consider(ed) the cultural and religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.

5. RSE subject content

- 5.1. The school is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined below (5.2-5.7). The school uses recommended professional bodies for PSHE/RSE and health education to inform provision. The school currently subscribes to The PSHE Association and The Sex Education Forum.
- 5.2. RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

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
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- The Law

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

5.3. **Families:**

By the end of secondary school, pupils will know:

- 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 characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising 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.

5.4. **Respectful relationships, including friendships:**

By the end of secondary school, pupils will know:

- 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 relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and 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 seek help.
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

5.5. **Online and media:**

By the end of secondary school, pupils will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person 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 they receive.
- 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 is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

5.6. **Being safe:**

By the end of secondary school, pupils will know:

- 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 – this includes online.

5.7. *Intimate and sexual relationships, including sexual health:*

By the end of secondary school, pupils will know:

- 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 and 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 both men and women and menopause
- The 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 enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically accurate, impartial information on all options including keeping the baby, adoption, abortion and where to get further help.
- How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of 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.

5.7. The Law

By the end of secondary school, pupils will be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

6. Health education subject content

6.1. The school is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined below of this policy (see 6.3-6.10).

6.2. The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

6.3. **Mental wellbeing:**

By the end of secondary school, pupils will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health, e.g. anxiety and depression.
- 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.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

6.4. **Internet safety and harms:**

By the end of secondary school, pupils will know:

- The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- 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.

6.5. **Physical health and fitness:**

By the end of secondary school, pupils will know:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.

6.6. **Healthy eating:**

By the end of secondary school, pupils will know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

6.7. **Drugs, alcohol and tobacco:**

By the end of secondary school, pupils will know:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.

- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

6.8. Health and prevention:

By the end of secondary school, pupils will know:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

6.9. Basic first aid:

By the end of secondary school, pupils will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.

6.10. Changing adolescent body

By the end of secondary school, pupils will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes which take place in males and females, and the implications for emotional and physical health.

7. Delivery of the curriculum

7.1. The majority of the RSE and health education curriculum will be delivered through tutor time and assemblies, with statutory elements also being taught via science, computing, PE and design technology. To support transition into secondary school, Year 7 receive an additional hour of discrete PSHE per week. The curriculum is also supported by suspended timetabled sessions where professional bodies provide expert and current advice and guidance.

7.2. The RSE and health education curriculum will be delivered by appropriately trained members of staff. All content will be medically, legally and factually accurate, up-to-date and impartial.

7.3. We support and promote a safe learning environment as each class creates a classroom agreement and distancing techniques are used when discussing issues. Pupils can also raise questions anonymously.

7.4. The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development.

7.5. RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

7.6. Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

7.7. All teaching and resources are assessed by the **Assistant Headteacher for Personal Development** to ensure they are appropriate for the age and maturity of pupils, are sensitive to their cultural and religious backgrounds and meet the needs of any SEND, if applicable.

7.8. Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural and religious background of pupils where it is only appropriate to discuss the body in single gender groups.

7.9. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

7.10. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.

7.11. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy.

7.12. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly. Scare tactics will not be used.

7.13. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves. Pupils will have opportunities to explore different views and opinions.

7.14. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

7.15. At all points of delivery of the curriculum, parents will be consulted and their views will be valued. What will be taught and how, will be planned in conjunction with parents (see section 4.2 and 9).

8. Curriculum links

8.1. The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning.

8.2. RSE and health education will be linked to the following subjects:

- **Science** – pupils are taught about reproduction in humans, including the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation and birth. HIV/AIDS.
- **ICT and computing** – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older and will include internet safety and harms.
- **PE** – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- **Design and technology** – pupils learn about healthy eating.

9. Partnership with parents/carers and the right to withdraw

9.1. The school understands the key role that parents/carers play in the development of their children's understanding about relationships and health. We are clear that parents are the prime educators for children on many of these matters. Most of the pupil's informal relationship and sex education occurs within the family and the schools programme will complement and build on this

9.2. The school will work closely with parents when planning and delivering the content of the school's RSE and health education curriculum. Parents will be regularly consulted who will be kept informed via sharing of the RSE and health education policy as well as updates (see 4.2 and **Appendix 2**).

- 9.3. The RSE and health education policy will be available on the school website along with signposting for parents (see [PHSE & RSE | Durham Johnston School](#))
- 9.4. When in consultation with parents, the school will provide:
- The curriculum content, including what will be taught and when.
 - Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.
- 9.5. Parents will be provided with frequent opportunities to understand and ask questions about the school's approach to RSE and health education (see 4.2).
- 9.6. If parents have concerns regarding RSE and health education, they may contact the school office to arrange a meeting with the Headteacher.
- 9.7. Parents have the right to withdraw their children from the non-statutory/non-science 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.
- 9.8. Requests for withdrawal should be put in writing using the form found in **Appendix 4** of this policy and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record.
- 9.9. Before granting any request, it will require that a member of the school's pastoral team discusses the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- 9.10. Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE.
- 9.11. Alternative school work will be given to pupils who are withdrawn from sex education.

10. Working with external agencies

- 10.1. Working with external agencies can enhance our delivery of RSE and health education, and brings in specialist knowledge and different ways of engaging pupils.
- 10.2. External experts may be invited to assist with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy.
- 10.3. The school will check the visitor/visiting organisation's credentials of all external agencies.

10.4. The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.

10.5. The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is balanced, age-appropriate, accessible for all pupils and comply with:

- This policy
- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996

10.6. The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs and are appropriate and in line with our legal duties around political impartiality and to ensure all content is medically, legally and factually accurate, up-to-date and impartial. The school will not, 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

10.7. The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

10.8. The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

11. Inclusivity, equality and accessibility

11.1. The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

- 11.2. The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.
- 11.3. The school understands that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils.
- 11.4. The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENDCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.
- 11.5. Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.
- 11.6. The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.
- 11.7. The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.
- 11.8. The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Behaviour Policy.

12. Safeguarding and confidentiality

- 12.1. All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.
- 12.2. Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 12.3. Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the **DSL** will be alerted immediately.
- 12.4. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

12.5. For sessions delivered by external agencies, the school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

13. Assessment

13.1. The school has the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas.

13.2. Lessons are planned to provide suitable challenge to pupils of all abilities with opportunities for pupils to review and reflect on their learning during lessons.

13.3. Confidence trackers are used to identify misconceptions or where pupils need extra support or intervention.

13.4. There are no formal examinations for RSE and health education; however, to assess pupil outcomes, the school will capture progress in the following ways:

- Confidence trackers
- Projects
- Self-evaluations
- Pupil-voice

14. Monitoring quality

14.1. The delivery of RSE and health education is monitored by the personal development team through:

- Learning walks
- Pupil voice
- Learning journals

14.2. The **personal development team** will create annual subject reports for the Headteacher and governing board to report on the quality of the subjects.

14.3. The **personal development team** will work regularly and consistently with the **Headteacher** and **RSE link governor**, to evaluate the effectiveness of the subjects and implement any changes.

15. Policy review

15.1. This policy will be reviewed by the **Headteacher** in conjunction with the **Assistant Headteacher to personal development** on an annual basis or in line with statutory changes.

15.2. Any changes needed to the policy, including changes to the programmes, will be implemented by the Headteacher.

- 15.3. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSE and health education curriculum.

16. Staff training

- 16.1. Training and/or professional support materials will be provided by **the personal development team** to the relevant members of staff on a needs basis to ensure they are up-to-date with the RSE and health education curriculum while also taking account of teaching workload.
- 16.2. Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar to ensure the clear understanding of teaching RSE and health curriculum is taught in line with our legal duties around political impartiality and that all content is medically, legally and factually accurate, up-to-date and impartial.
- 16.3. The Headteacher will also invite external agencies and professionals from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.
- 16.4. Training will also be scheduled around any updated guidance on the curriculum and any new developments, such as "sexual harassment", which may need to be addressed in relation to the curriculum.
- 16.5. The school will ensure teachers receive training on the **Social Exclusion Report** on Teenage Pregnancy, and the role of an effective RSE curriculum in reducing the number of teenage conceptions.
- 16.6. Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

Appendix 1

Our school is committed to relationships and sex education, which:

1. Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages
2. Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
3. Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
4. Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
5. Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
6. Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
7. Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
8. Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
9. Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
10. Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
11. Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
12. Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed as their needs change

Notes:
These 12 points explain what is needed for good quality RSE. This is based on research evidence and is supported by a wide range of organisations. The purpose of RSE is to help children and young people to be safe, healthy and happy as they grow up and in their future lives. RSE must always be appropriate to each A's age and stage of development and is an essential part of safeguarding. The law requires that, from September 2020, relationships and sex education (RSE) is taught in all secondary schools in England, and that relationships education is taught in all primary schools in England. In addition, National Curriculum Framework for RSE (which is taught in maintained schools) includes some elements of sex education.

Published 2017



Principles of good RSE | sexeducationforum.org.uk

Appendix 2

Relationship & Sex Education May 2022

Dear Parents and Carers,

As a part of your child's education at Durham Johnston Comprehensive School we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. We have provided a high quality PHSE programme for over 30 years and, each year, we update our RSE curriculum and consult with parents and students about our planned programme for the following academic year. We have recently made a new appointment to our school leadership team and Miss Robson, a very experienced school leader in the Northeast, will be joining us to take responsibility for personal development at Durham Johnston.

As of September 2022, your child's class will be taking part in lessons and standalone sessions which will focus on the relationships and sex education (RSE) aspect of their personal development. RSE lessons in year Year 7 will include teaching about Healthy relationships, including; *'friendships and intimate relationships; families; growing and changing, including puberty; personal hygiene; changing feelings; becoming more independent; keeping safe and consent; developing self-esteem and confidence'*.

Pupils will also have opportunities to ask questions that help prepare them for relationships of all kinds in the modern world and we will be focusing, in an age-appropriate way, on all of the above important areas to safeguard students and to ensure that they are respectful and tolerant towards others. It is important that student voice is central to the planning process and that our curriculum is based upon issues that students are keen to learn more about and to understand. Each year we complete a survey with students and shape our teaching to meet both the statutory national requirements that are important for all schools and to focus upon the issues that are most important for our students.

In recent years students have requested and studied the following areas of the curriculum in an age appropriate manner:

- **Year 7** - E Safety, establishing meaningful and healthy relationships and weekly PHSE/RSE lessons.
- **Year 8** - recognising abusive relationships, exploitation, grooming, and child exploitation. Self-esteem and the law and consent.
- **Year 9** – Sexually Transmitted infections, contraception, consent and the Law, substance misuse and risk of sexual harm.
- **Year 10** - substance misuse, binge drinking and the risk of sexual harm, STI's, consent and the Law.
- **Year 11** - substance misuse, binge drinking and the risk of sexual harm, STI's, consent and the Law.
- **Year 12 and 13** – Through our PHE (What's Next?) Programme, outside speakers and our assembly programme: Preparing for next steps (including independent living and finance), personal safety, Consent and the Law, spiking, Equality and County Lines. The key message is respect, for self and others.

We will complete an additional survey during the summer half-term which will be used to determine the topics discussed in the 2022-23 RSE workshops. We have a very long standing relationship with Wayne Stephenson from Stephenson Training and Intervention who have delivered relationship and sexual education sessions to young people nationally for over 20 years. A link to their website can be accessed here: [Stevenson Training Intervention - sexual health training and workshops](#).

Older students will also continue to engage with the above aspects of personal safety via discussion, assemblies, within the curriculum and as part of standalone opportunities that we feel are important at key points in their development. We will also tailor sessions where we feel that there is a particular pattern of need at the school or for specific groups or students. It is important that our approach is flexible as students often have varying degrees of need.

PSHE education is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body, with the school's Pupil & Staff Well Being Committee, chaired by Dr. Sandra Whitton, overseeing school provision. All PSHE teaching takes place in a safe learning environment and is underpinned by our school ethos and values. Students are also encouraged to speak with staff if they have a concern and we have a strong focus upon effectively safeguarding all of our young people.

As a school community, we are committed to working in partnership with parents; recent parental feedback has indicated that the overwhelming majority of parents continue to be highly supportive of the relationships and sex education programme. If you would like to find out more or discuss any concerns please feel free contact us. In addition, we have included an anonymous survey with this update that we would encourage all parents to complete and we will also be completing a survey with all students in the summer term too. The survey for parents and carers can be accessed here:

<https://forms.office.com/Pages/ResponsePage.aspx?id=wkITrQXEu0aApl6463lyWFuWq2KP7pJNjoHt6euZq5BUMlhPTU1OQlIMNjhNRjNRU0VGWTFPR1VGRC4u>

Included with this email are a number of helpful documents. They include advice from the Department for Education for all parents and carers and a link to the schools Relationship & Sex Education policy for parents to consider. The policy is in draft form will be updated in June 2022 after this parental consultation and we will include any relevant information that we feel reflects school provision after we have assessed information from the parent and student surveys.

The RSE policy can be accessed here:

We have shared these documents before in 2019 and 2020 and with Year 6 parents and carers as part of the transition process but feel that it is helpful information to share on an annual basis.

Yours faithfully

A J O'Sullivan

BEFORE USING THIS POLICY ALWAYS ENSURE YOU ARE USING THE MOST UP TO DATE VERSION

Appendix 3: RSE and Health Education Programme of Study

We are currently reviewing the curriculum model and programme of study for personal development/RSE and health education. Updates, including the new RSE and health education policy will be shared with parents on this PSHE page of the school website (see [PHSE & RSE | Durham Johnston School](#)) and via the **Friday Bulletin**.

The following RSE and health education key themes have been considered through tutor and assemblies during Term 1 and Term 2 2022- 2023:

- Sexual harassment;
- Protected characteristics;
- Positive mental health
- LGBTQ+ Awareness & voices from the community
- financial, environmental and wellbeing implications around winter;
- Gambling;
- Online safety;
- Knife crime.

2021-2022 Programme of study

- **Year 7** - E Safety, establishing meaningful and healthy relationships and weekly PHSE/RSE lessons.
- **Year 8** - recognising abusive relationships, exploitation, grooming, and child exploitation. Self-esteem and the law and consent.
- **Year 9** – Sexually Transmitted infections, contraception, consent and the Law, substance misuse and risk of sexual harm.
- **Year 10** - substance misuse, binge drinking and the risk of sexual harm, STI's, consent and the Law.
- **Year 11** - substance misuse, binge drinking and the risk of sexual harm, STI's, consent and the Law.
- **Year 12 and 13** – Through our PHE (What's Next?) Programme, outside speakers and our assembly programme: Preparing for next steps (including independent living and finance), personal safety, Consent and the Law, spiking, Equality and County Lines. The key message is respect, for self and others.

KEY STAGE 3	Year 7	Year 8	Year 9
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<p>1d) that fertilisation in humans...is the fusion of a male and a female cell</p>	<ul style="list-style-type: none"> • What is fertilisation? • Where does fertilisation happen? • How does fertilisation happen? • Why are sperm cells and egg cells good at their job? 		
<p>2f) about the physical and emotional changes that take place during adolescence.</p>	<ul style="list-style-type: none"> • What is the menstrual cycle? • How do children grow? • How do children develop? (Physical and emotional) 	<ul style="list-style-type: none"> • Why is food important? • What is a balanced diet? • Is a balanced diet the same for everyone? 	
<p>2g) about the human reproductive system, including the menstrual cycle and fertilisation</p>	<ul style="list-style-type: none"> • What do the reproductive organs do? • What happens during sexual intercourse? • What is infertility? • Why are sperm cells and egg cells good at their job? • What happens immediately after fertilisation? • Where do the instructions come from to make a new human being? • What is the menstrual cycle? • How many babies can be made at once? 		<ul style="list-style-type: none"> • What characteristics can be inherited? • How are characteristics inherited? • Why are children of the same parents not identical? • Why do identical twins look the same?

<p>2h) how the foetus develops in the uterus</p>	<ul style="list-style-type: none"> • How are twins made? • What is pregnancy? • What is the placenta? • Why does the embryo need food and oxygen? • What happens during birth? • What happens if a baby is born early? • Why do human mothers make milk? • What do newborn babies need? 		<ul style="list-style-type: none"> • What characteristics can be inherited? • How are characteristics inherited? • Why are children of the same parents not identical?
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<p>2n) how the growth and reproduction of bacteria and the replication of viruses can affect health.</p>		<ul style="list-style-type: none"> • What do microorganisms do? What do they look like? How are microbes grown to make food? • How are microbes grown in a laboratory? • What is infection? What causes infection? • How can microbes enter your body? • How can you avoid infection? • How do you stop disease spreading? • Who is involved in stopping disease spreading? • What stops microbes getting into your body? • What happens if microbes get into your body? • What else can make you ill? • How do scientists help us fight disease? • What are antibiotics? • Can antibiotics cure diseases caused by viruses? • What are the problems with antibiotics? • Who discovered antibiotics? • What effect have antibiotics had on disease? • What is immunity? • What is immunisation? 	
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KEY STAGE 4	Years 10 and 11
2f) the way in which hormonal control occurs, including the effects of sex hormones.	<ul style="list-style-type: none"> • How is your body controlled? • What is the difference between your nervous system and your hormones? • How do you respond to changes in your surroundings? • How is the menstrual cycle controlled? • When is a woman most likely to conceive? • How can hormones be used to stop pregnancy? • How can hormones help to solve the problems of infertility?
2g) some medical uses of hormones, including the control and promotion of fertility.	<ul style="list-style-type: none"> • How is the menstrual cycle controlled? • When is a woman most likely to conceive? • How can hormones be used to stop pregnancy? • How can hormones help to solve the problems of infertility?
2l) the defence mechanisms of the body	<ul style="list-style-type: none"> • How is your body controlled? • What is the difference between your nervous system and your hormones? • How do you respond to changes in your surroundings? • What is a reflex? • Why are reflexes so important? • How are conditions inside your body controlled? • Why is it important to control your internal environment?
3d) how sex is determined in humans.	<ul style="list-style-type: none"> • What happens to your chromosomes when your gametes are formed? • How does sexual reproduction give rise to variation? • How is sex determined in humans? • Can you predict what features a child might inherit?

Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		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	