



Durham High School

RSHE Policy

This policy applies to the Whole School and is published to parents and pupils

Reviewed: September 2022
Next review: September 2023

This policy should be read in conjunction with: Teaching and Learning Policy; Curriculum Policy; SEND Policy; Child Protection and Safeguarding Policy and the PSHCCE Policy.

1 INTRODUCTION

1.1 The Aims of Durham High School are:

- To create a friendly, caring community based on Christian principles where every individual is valued
- To develop the potential of every pupil in all areas of their life
- To encourage academic excellence and a life-long love of learning

1.2 This policy sets out the intentions of the governors and teachers, in partnership with pupils and parents, the rationale for, and approach to relationships and sex education (RSE) in Durham High School.

2 The consultation process

- pupil focus groups / school council
- questionnaires to parents / carers, any meetings etc.
- review of RSHE curriculum content with staff and pupils
- consultation with wider school community
- consultation with School Governors

3 Implementation and Review of Policy

1.4a Implementation of the policy took place after consultation with the Parents and Governors in the Autumn Term 2021.

1.4b This policy will be reviewed every 2 years by the Principal, Vice Principal, PSHCCE Coordinator, the Governing Body and Staff.

4 Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's website and a copy is available in the school office. Details of the content of the RSHE curriculum will also be published on the school's website.

5 DEFINING RELATIONSHIP AND SEX EDUCATION

5.1 The DfE guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way"¹. It is about the

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Headteachers, principals, senior leadership teams, teachers Page 4

development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."² This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

6 STATUTORY CURRICULUM REQUIREMENTS

6.1 We are legally required to teach those aspects of RSHE which are statutory parts of National Curriculum Science.

7 RATIONALE

'I have come that you might have life and have it to the full' (John 10v10)

7.1 At Durham High School we want young people to flourish and to gain every opportunity to live fulfilled lives. RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.

As such, Relationships, sex and health education lessons will help pupils in explore the foundational ethic of "Love your neighbour as yourself" (Mark 12.31).

Pupils will have considered how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

We undertake to follow the principles in *the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)*.

7.2 As advocated by the DFE (and the Welsh Assembly Government), RSE will be firmly embedded in the Personal, Social and Health Education (PSHCCE) framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Headteachers, principals, senior leadership teams, teachers Page 19

- 7.3 All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in Modern Britain.

8 VALUES AND VIRTUES

- 8.1 Our programme enshrines Christian values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

9 AIM OF RSHE

- 9.1 At Durham High we are committed to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education. We will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:
- 9.2 In partnership with parents, to provide children and young people with a "positive and prudent sexual education"³ which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Christian vision of education and the human person.

9.3 Objectives

9.3a To develop the following **attitudes and virtues**:

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

9.3b To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

9.3c To **know and understand**:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

10 INCLUSION AND DIFFERENTIATED LEARNING

10.1 We will ensure RSHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (In looking at these questions, it is important to draw links to the school's Equal Opportunities policy).

11 EQUALITY OBLIGATIONS

11.1 Those at Durham High School who have responsibilities defined within this policy will carry out their duties with regard to the School's Equality Statement and commitment to abide by the Equality Act 2010.

11.2 Governors will ensure that the school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

12 BROAD CONTENT OF RSE

12.1 Three aspects of RSHE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

12.2 Programme / Resources

In Pre-Prep and Pre Department, the pupils will follow the Ten:Ten Life to the full resources. Life to the Full is taught with a spiral approach to learning in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional well-being, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of social responsibility and living in the wider world. The entire teaching is underpinned with a Christian faith understanding that our deepest identity is as a child of God – created, chosen and loved by God. The programme is fully inclusive of all pupils and their families.

In Senior Department, the pupils will also follow the Ten:Ten Life to the Full resources. They will address the needs of the pupils at Durham High, where they are at in today's world. The teaching includes lessons on puberty, personal hygiene, fertility, menstruation, family and friends, sexual intimacy, delaying sex, an

understanding of the body, sexuality, marriage, gender, online relationships, social media, consent, grooming, pressure, STI's, contraception and natural family planning, abortion/ miscarriage, the effect of drugs and alcohol on relationships, pornography and sexual exploitation. The programme is fully inclusive of all pupils.

12.3 Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

12.4 Pupil's learning will be assessed by class teachers in line with the PSHCCE Learning Skills (See the PSHCCE Policy for further information) to enable them to share progress and understanding with parents and carers.

13 PARENTS AND CARERS

13.1 We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As an Anglican Foundation school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSHE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

13.2 Parents were consulted before this policy was ratified by the governors. They were consulted at every stage of the development of the RSHE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSHE programme.

13.3 Parents continue to have **the right to withdraw** their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the

Vice Principal. The school will provide support by providing material for parents to help the children with their learning.

13.4 We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance Page 17 for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

14 BALANCED CURRICULUM

14.1 Whilst promoting Christian values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSHE programme that offers a range of viewpoints on issues.

14.2 Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSHE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with the school's promotion of Christian values. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

15 RESPONSIBILITIES

15.1 Teaching the Programme

15.1a Responsibility for the specific relationships and sex education programme lays with class teachers and the relevant curriculum staff; this will normally include science, religious education, physical education, RSHE and PSHCCE.

15.1b However, all staff will be involved in developing the attitudes and values aspect of the RSHE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

15.2 External Visitors

15.2a The school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visiting speaker must complete our form and adhere to our policy before commencing engagement with the pupils.

15.2b Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate

comments using negotiated ground rules and distancing techniques as other teachers would.

15.3 Governors

It is the responsibility of governors to:

- draw up the RSHE policy, in consultation with parents and teachers;
- ensure that the policy is in line with the strategic aims and values of the Trust;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g., SEND, the ethos of the school and our Christian beliefs;
- ensure that parents know of their right to withdraw their children;
- ensure that a member of the governing body shares in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHCCE.

15.4 Principal

The Principal takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body and parents.

15.5 PSHCCE/RSHE Co-Ordinator

The PSHCCE Co-ordinator, with the Vice Principal and the Principal, has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSHE and the provision of in-service training. They may be supported by Senior Leaders and members of staff with responsibility for child protection.

15.6 All Staff

RSHE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSHE in accordance with the Christian Ethos of the school. Appropriate training will be made available for all staff teaching RSHE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

16 RELATIONSHIP TO OTHER POLICIES AND CURRICULUM SUBJECTS

16.1 This RSHE policy is to be delivered as part of the PSHCCE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Bullying policy, Child Protection and Safeguarding Policy etc.)

16.2 Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

17 CHILDREN'S QUESTIONS

17.1 The governors want to promote a healthy, positive atmosphere in which RSHE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

17.2 Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSHE. These may be matters of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also Relationships Education, Relationships and Sex Education (RSHE) and Health Education, Managing difficult questions, Page 23 for more detail)

17.3 Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.

18 SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

18.1 Children will also need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

19 CONFIDENTIALITY AND ADVICE

- 19.1 All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.
- 19.2 All lessons, especially those in the RSHE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.
- 19.3 Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, Designated Safeguarding Lead, but that the pupils would always be informed first that such action was going to be taken.

20 MONITORING AND EVALUATION

- 20.1 The PSHCCE/ RSHE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements.
- 20.2 Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.