

## DURHAM CATHEDRAL SCHOOLS FOUNDATION

### Relationships and Sex Education (RSE) Policy

#### Why Do We Teach Relationships and Sex Education?

*To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.*

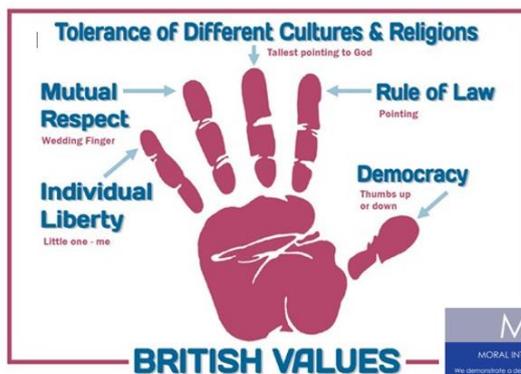
*(DfE – Relationships Education, Relationships and Sex Education (RSE) and Health Education 2021)*

This Foundation policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (updated 2021).

Relationship & Sex Education is delivered through an integrated PSHE programme of work. The subject is part of the basic school curriculum, which allows schools flexibility in developing their planned programme, integrated within a broad and balanced curriculum (DfE, 2021). At DCSF we refer to the PSHE programme as Life & Wellbeing Education (LWE). The LWE structure comprises of 1 timetabled taught (50 minute) lesson per week in the Junior School, and 1 timetabled taught (55 minute) lesson per fortnight in the Senior School. In addition to the timetabled lesson, DCSF has a complementary Form or House tutor led discussion per week.

Relationships and Sex Education make a significant contribution to the Foundation's legal duties to:

- prepare pupils for the opportunities, responsibilities and experiences of adult life; and
- promote the spiritual, moral, social, cultural, mental and physical development of pupils. We use the DCSF MARK values of Moral Integrity, Ambition, Responsibility and Kindness, and represent the British Values.



**Durham  
Cathedral  
Schools  
Foundation**

Values are often taken to mean moral ideas, attitudes to the world, or norms and behaviours that are considered 'good' in a particular group, community or organisation. It's helpful to think of values as the things that are most important to you. Values are the things that motivate us and guide our decisions.

We may have many values, and different ones in different areas of our lives – at school we use our MARK Values and the British Values to support our actions and discussions in our community.

Values help us grow and develop as people. Values help us live with direction and purpose. Whatever is going on in our lives, our values can show us a way forward, and help us make better choices. Values are also intimately linked to our sense of self, and they are essential for our mental health. They create feelings of happiness, satisfaction and fulfillment, and help us develop healthy patterns of behaviour. They also connect us to other people – whether individuals, groups or communities – and help us develop meaningful relationships with them. Living in line with our values has a direct impact on how we feel about ourselves. When we're aligned with values, we tend to be happier, more confident and more fulfilled.

Confidence for life;  
Respect for all.

M	A	R	K
<b>MORAL INTEGRITY</b> We demonstrate a desire to do the right thing. We act in private as we do in public. We have the courage to say (and do) the right thing. We stand firm for what is right. We challenge things we think wrong and are open to challenge from others. We are accountable for failure as well as success, and do not decide blame. We can be relied upon to do what is right. We demonstrate and promote honesty.	<b>AMBITION</b> We address our goals by consistently setting higher ones. We go above and beyond the call of duty. We set the standard in the school and take pride in it all we do. We seek help and support before giving up and rarely resign in defeat. We encourage all to develop personal potential and support others to achieve. We embrace challenges, challenge ourselves to develop our skills and talents, and identify opportunities for school improvement.	<b>RESPONSIBILITY</b> We do what we say we will. We are punctual and prompt in all that we do. We use our resources responsibly, developing and caring for our environment. We act before being asked and confidently deliver on expectations. We prepare thoroughly for all tasks. We encourage autonomy in all and seek leadership. We acknowledge and seek to resolve mistakes. We pioneer better ways of doing things.	<b>KINDNESS</b> We are open and approachable to all. We welcome and listen to the opinions of others. We seek to engage and involve all in the community. We attend to ourselves and those needing help, and build relationships of trust. We are positive in responding to questions. We support each other and stand up for fellow colleagues and pupils. We acknowledge individual needs within the community. We shape customs of the school community.

Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'. This content is delivered in an age appropriate way in our Schools with regard to the age and stage of development of pupils. DCSF holds annual membership and follows the PSHE Association programme of work.



The aim of Relationships and Sex Education in our Schools is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their physical, sexual and emotional health and wellbeing.

The focus in the Junior School is 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. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools (DfE, 2001).

We recognise the central importance of relationships in supporting children's and young people's mental health and wellbeing, academic achievement and future success. Our programme also aims to support pupils in their personal development with regard to attributes such as Moral Integrity, Ambition, Responsibility and Kindness.

The three pillars of DCSF which provide an environment where pupils can explore, make mistakes, learn and grow are:

- Academic challenge which gives students a lifelong appetite for learning;

- Pastoral care to provide our students with emotional, moral and spiritual strength;
- Co-curricular opportunities which enrich and develop the individual, and foster leadership, collaboration and teamwork.

We focus on attitudes, values, and skills as well as knowledge and understanding. This includes developing self-esteem, resilience, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

As a Foundation, we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RSE programme that recognises and addresses this to ensure that pupils know how to keep themselves and their personal information safe.

Whilst there is no formal examined assessment for LWE, we use the PSHE Association Baseline Assessment within the classroom at both the Junior and Senior Schools, and Microsoft Teams surveys for specific RSE topics to measure quality of provision and teaching impact.

## **1. Policy Aims**

**1.1** The aims of Relationships and Sex Education (RSE) at DCSF are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health, hygiene and wellbeing.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves, their feelings and their bodies.
- Understand the importance of the LWE curriculum for personal development to support academic achievement.
- Help pupils develop personalised study-skills for success.
- Help pupils develop mindfulness practices to promote self-regulation and positive mental wellbeing.

**1.2** The EYFS programme is taught once a week using the core themes of Health and Wellbeing; Relationships; and Living in the Wider World. The staff also respond to the needs of the cohort/class. Assessment is through observation, in the same way as the other six areas of learning for the EYFS. Personal Social and Emotional Development (PSED) teaching in Early Years takes place on a daily basis through other 'teachable moments'.

In each year from Year 1 to Year 11, the same three core themes are delivered (Health and Wellbeing; Relationships; and Living in the Wider World) over six half terms. The topics are arranged in a manner that allows for timely exploration at an appropriate point in the school year and pupils' experiences. As a spiral programme, topics will be revisited from previous years, providing more age appropriate topics and content to build on existing knowledge.

In Years 12 and 13, the programme shares the themes built upon in Key Stage 4, allowing pupils to learn about and address the new situations that they will come to face as young adults.

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>Friendships:</b> Making and maintaining healthy friendships; Similarities and differences	<b>Emotional wellbeing:</b> Expressing and managing every day feelings; Seeking support for self or others	<b>Staying safe:</b> Trusted people and feeling safe; Keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe	<b>Economic wellbeing:</b> Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe	<b>Physical health:</b> Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety	<b>Shared responsibilities:</b> Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability; Safety in different environments; Safety at home;
Year 4	<b>Friendships:</b> Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others	<b>Communities:</b> What makes a community; Diversity; Freedom of expression; Online communities; Identifying and responding to prejudice	<b>Economic wellbeing:</b> Budgeting; Saving; Spending decisions; How managing money makes us feel; How spending choices affect others	<b>Families:</b> Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for	<b>Growing and changing:</b> Growing up; Puberty, including periods and wet dreams; Sleep	<b>Staying healthy:</b> Dental health; Hygiene, germs; Basic first aid; Early signs of illness and seeking help
Year 5	<b>Respect and bullying:</b> Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination	<b>Mental wellbeing:</b> Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others	<b>Staying safe:</b> Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety, including FGM	<b>Careers:</b> Career types; challenging career stereotypes; Enterprise project - <i>CROSS-YEAR, GROUP WITH Y7</i>	<b>Substances:</b> Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws	<b>Keeping active:</b> Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing
Year 6	<b>Personal Identity:</b> What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities	<b>Puberty and reproduction:</b> Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made	<b>Health and hygiene:</b> Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation	<b>Managing change:</b> Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support	<b>Media literacy:</b> How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling	<b>Friendships and staying safe:</b> Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online
Year 7	<b>Economic wellbeing:</b> Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation	<b>Healthy lifestyles:</b> Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services	<b>Substances:</b> Facts, misconceptions and social norms regarding drugs, alcohol and tobacco; Influence and risks relating to substance use	<b>Careers:</b> Developing enterprise skills; The world of work and young people's employment rights; Enterprise project - <i>CROSS-YEAR, GROUP WITH Y5</i>	<b>Relationships:</b> Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent	<b>Friendships and diversity:</b> Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online
Year 8	<b>Careers:</b> Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence	<b>Friendships and managing influences:</b> Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.	<b>Relationships:</b> Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health.	<b>First aid and keeping safe:</b> First aid including CPR and defibrillator use; Personal safety including travel safety	<b>Mental health and wellbeing:</b> Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others	<b>Moving forward:</b> Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change

Year 9	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Employability and online presence
Year 10	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work
Year 11	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

Year 12	<b>Mental health and emotional wellbeing</b> <ul style="list-style-type: none"> <li>Mental health and emotional wellbeing</li> <li>Managing stress</li> <li>Body image</li> <li>Healthy coping strategies</li> </ul>	<b>Readiness for work</b> <ul style="list-style-type: none"> <li>Career opportunities</li> <li>Preparing for the world of work</li> </ul>	<b>Diversity and inclusion</b> <ul style="list-style-type: none"> <li>Living in a diverse society</li> <li>Challenging prejudice and discrimination</li> </ul>	<b>Planning for the future</b> <ul style="list-style-type: none"> <li>Exploring future opportunities</li> <li>Post-18 options</li> <li>The impact of financial decisions</li> </ul>	<b>Respectful relationships</b> <ul style="list-style-type: none"> <li>Consent</li> <li>Assertive communication</li> <li>Positive relationships and recognising abuse</li> <li>Strategies for managing dangerous situations or relationships</li> </ul>	<b>Health choices and safety</b> <ul style="list-style-type: none"> <li>Independence and keeping safe</li> <li>Travel</li> <li>First aid</li> <li>The impact of substance use</li> </ul>
Year 13	<b>Independence</b> <ul style="list-style-type: none"> <li>Responsible health choices</li> <li>Managing change</li> <li>Health and wellbeing, including sexual health, into adulthood</li> </ul>	<b>Next steps</b> <ul style="list-style-type: none"> <li>Application processes</li> <li>Future opportunities and career development</li> <li>Maintaining a positive professional identity</li> </ul>	<b>Intimate relationships</b> <ul style="list-style-type: none"> <li>Personal values, including in relation to contraception and sexual health</li> <li>Fertility</li> <li>Pregnancy</li> </ul>	<b>Financial choices</b> <ul style="list-style-type: none"> <li>Managing money</li> <li>Financial contracts</li> <li>Budgeting</li> <li>Saving</li> <li>Debt</li> <li>Influences on financial choices</li> </ul>	<b>Building and maintaining relationships</b> <ul style="list-style-type: none"> <li>New friendships and relationships, including in the workplace</li> <li>Personal safety</li> <li>Intimacy</li> <li>Conflict resolution</li> <li>Relationship changes</li> </ul>	

**1.3** This Policy adheres to the philosophy underlying the Equalities Act 2010. The Foundation commits to observing its principles and does not discriminate on any grounds.

## **2. Moral Framework**

**2.1** This is underpinned by the commitment to Equal Opportunities as expressed in the Equality, Diversity and Inclusion Policy for our school and the DCSF MARK values.

**2.2** The ethos of trust, honest and mutual respect is also a central strand of all that we do. Pupils are encouraged to understand:

- The difference between right and wrong;
- Respect for others' truth and property;
- How actions can affect others;
- How to make reasoned judgements;
- The importance of moral behaviour.

**2.3** Children should be taught RSE within a moral framework which encourages the following values:

- Self-respect;
- Respect for others;
- Honesty;
- Non-exploitation in sexual relationships;
- Commitment and trust;
- Acknowledgement of rights, duties and responsibilities in sexual relationships.

### **3. Statutory Requirements**

- 3.1** As an independent school we must provide RSE to all pupils as directed by the Department of Education's Relationships and Sex Education (RSE) and Health Education' policy, 2021.

### **4. Definition**

- 4.1** 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 involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

### **5. Curriculum**

- 5.1** Our LWE taught curriculum is set out in the LWE Policy Handbook and Programme of Work. The LWE programme is reviewed yearly.

- 5.2** We are developing the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so pupils are fully informed and don't seek answers online. We actively encourage pupils to also use our Medical Centre as an additional source of support and guidance.

- 5.3** For more information about our LWE curriculum planning, see the 'Roadmap to Statutory RSE' in Appendix 1, and the content list in Appendix 2.

- 5.4** We will retain the freedom to determine an age-appropriate, developmental curriculum which meets the needs of our pupils. We will comply with the relevant provisions of the Equality Act. Where appropriate this may also require a differentiated curriculum.

- 5.5** Flexibility within the curriculum is important as it allows DCSF to respond to current global issues, local public health and community issues, to meet the needs of our community, and to adapt materials and programmes to meet the needs of pupils.

### **6. Delivery of RSE**

- 6.1** RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum, known as our Life & Wellbeing Education (LWE) Curriculum. Pupils will cover RSE topics across their time at DCSF, which have been carefully mapped to be age appropriate and relevant to the social context of the time. Pupils will receive an LWE timetabled lesson. When relevant, elements of RSE may be delivered by our Medical Centre.

- 6.2** Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Studies (RS). Aspects of relationships are also taught across the wider academic curriculum.
- 6.3** RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:
- Families;
  - Friendships;
  - Online relationships;
  - Intimate and sexual relationships, including sexual health.
- 6.4** 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, LGBT+ 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).
- 6.5** Pupils should 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, including 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/radicalisation;
  - Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations);
  - Hate crime;
  - Female genital mutilation (FGM).

## **7. Inclusion**

- 7.1** 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 content in mixed groups. We will respond to parental requests and concerns.
- 7.2** Pupils with SEND and EAL: We will ensure that all young people receive RSE, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary from the Learning Support Department and Deputy Head (Pastoral).

**7.3** Gender Identity and Sexual Orientation: We aim to deal sensitively and honestly with issues of gender identity and sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing gender identity and sexuality, need to feel that RSE is relevant to them.

## **8. Roles and responsibilities**

**8.1** The Foundation's Education Committee of the Governing Body will approve the RSE Policy.

**8.2** The Deputy Head (Pastoral), Deputy Head (Academic), and Head of LWE at Durham School, and the Pastoral Lead at the Choristers School are responsible for ensuring that RSE is taught consistently across the Foundation, and for managing requests to withdraw pupils from non-statutory components of RSE.

## **9. Staff**

**9.1** Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring pupils' progress;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

**9.2** All LWE staff are responsible for the teaching of RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Pastoral Lead (Choristers School) or the Head of LWE (Durham School). Specific CPD will be made available for Form Tutors to support their delivery of RSE. RSE may also be taught by relevant pastoral staff (such as the School Nurses, Pastoral Lead, Deputy Head (Pastoral)). On occasion, external specialist speakers and professionals will deliver sessions.

## **10. Pupils**

**10.1** Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, to treat others with respect and sensitivity as outlined in our MARK values and the British Values.

## **11. Confidentiality**

**11.1** In line with our Safeguarding Policy and *Keeping Children Safe in Education* September 2023, the following applies:

- A member of staff should never promise a pupil unconditional confidentiality.
- In the event of a disclosure being made by a pupil to a member of staff, safeguarding procedures should be followed.

- In a case where a teacher learns from a pupil aged under 16 years old that they are having or contemplating sexual intercourse, Child Protection issues will always be considered, and the Foundation's safeguarding procedures followed.
- Depending on the situation (including the age and development level of the pupil and her/his partner, the nature of the relationship, and the pupil's personal circumstances), the pupil maybe referred to the Foundation's Medical Centre where specialist staff can:
  - advise the pupil, wherever possible, to talk to their parent(s)/carer(s) and if necessary to seek medical advice.
  - properly counsel the pupil about contraception, including providing precise information about where young people can access contraception and advice services.

**11.2** Health professionals working in DCSF are bound by their professional codes of conduct when in a one-to-one situation with an individual pupil, but in a classroom situation they must follow the Foundation's Safeguarding Policy.

## **12. Parents' rights**

**12.1** Parents have the right to withdraw their child(ren) from the non-science components of sex education within RSE up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, Durham School will arrange this.

**12.2** Parents do not have the right to withdraw their child(ren) from compulsory relationships education as part of the new statutory framework for RSE from September 2021.

**12.3** Requests for withdrawal should be put in writing and addressed to the Deputy Head (Pastoral). A copy of the withdrawal request will be placed in the pupil's educational record. The Deputy Head (Pastoral) and Head of LWE, will discuss the request with parents in a formal meeting and take appropriate action. This will be in line with the statutory framework for RSE, 2021.

**12.4** Alternative work will be given to pupils who are withdrawn from sex education.

**12.5** Parents are not able to veto LWE curriculum content, but it is reasonable for them to ask to see material if it has not already been shared, especially in relation to sensitive topics. Any parent who wishes to see LWE resources used should contact the Pastoral Lead at the Chorister School or the Head of LWE at Durham School. As a Foundation, we commit to avoiding working with organisations that do not allow us to share their resources with parents.

## **13. Monitoring arrangements**

**13.1** The delivery of RSE is monitored by the Deputy Head (Pastoral) and the Head of LWE at Durham School, and the Pastoral Lead at the Chorister School. This will include:

- A quality assurance schedule for the review of lesson resources within the LWE curriculum.
- Book scrutiny and lesson observation as part of the wider Teaching & Learning policy.
- Internal and external CPD opportunities around the delivery and teaching of RSE will be offered to staff.

**13.2** Pupils' development in RSE is monitored by class teachers as part of our internal baseline assessment systems. For the wider monitoring and understanding of the impact of the RSE teaching, a survey is produced for RSE topics by the Pastoral Lead at the Chorister School and the Head of LWE at Durham School.

**13.3** This Policy will be reviewed by the Head of LWE and Deputy Head (Pastoral) on an annual basis.

#### **14. Cross reference to other policies and documents**

This Policy is linked to the following policies and documents:

- Safeguarding Policy
- Curriculum Policy
- Careers Policy [Durham School]
- Special Educational Needs and Disability Policy
- Behaviour Policy
- Equality, Diversity and Inclusion Policy

#### **15. Oversight**

Oversight of this Policy is undertaken by the Education Committee of the Governing Body, and the policy will be reviewed annually.

**Policy written and reviewed by Nicola J Thompson [Head of LWE]  
June 2022**

**Policy written and reviewed by Nicola J Thompson [Head of LWE]  
22 June 2023**

## Appendix 1 – Roadmap to Statutory RSE

# Roadmap to statutory RSE

These 10 steps provide a guide to support school leaders in preparing to provide high quality RSE as an identifiable part of PSHE education. These steps are based on established good practice and evidence. The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Health Education will also be mandatory in all Government funded schools, which includes content on puberty. Government Relationships Education, RSE and Health Education guidance and regulations give further detail about the requirements. Schools that are ready to implement the updated guidance from September 2019 are encouraged to do so – September 2020 is proposed as the start date for mandatory provision.



## Appendix 2

LWE uses a spiral curriculum whereby topics are built upon in following years to ensure that each step is age appropriate and reinforces the learning from previous years.

### Pupils should know the following at the end of the LWE curriculum by Year 6:

#### **Families and people who care for me**

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### **Caring friendships**

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

#### **Respectful relationships**

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.

- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

### **Being safe**

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

### **Pupils should know the following at the end of the LWE curriculum by Year 11:**

#### **Families**

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including its 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 of children, including the characteristics of successful parenting.
- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

### **Respectful relationships, including friendships**

- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice).
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

### **Online and Media**

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material, e.g., pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- How information and data is generated, collected, shared and used online.

## **Intimate and sexual relationships, including sexual health & being safe**

- 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.
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or to enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, efficacy and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

## **Mental wellbeing**

- 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.

## **Internet safety and harms**

- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks

related to online gambling including the accumulation of debt, how advertising and 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.

### **Physical health and fitness**

- 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, including cancer and cardiovascular ill-health.
- About the science relating to blood, organ and stem cell donation.

### **Healthy eating**

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

### **Drugs, alcohol and tobacco**

- The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to 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 addiction, including 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 (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

### **Health and prevention**

- 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 (covered in KS4 only).
- 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.

### **Basic first aid**

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

### **Changing adolescent body**

- The 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.