

Curriculum Policy Document

Durham Trinity School



Relationship Sex Education Policy 'RSE'

Policy revised March 2024/SMc/V12
RSE Governor Lead – Michelle Mulholland
Approved by FGB – 13 March 2024

Added – p7 'regardless of gender orientation'
Change – p12 LGBT+ changed to LGBTQIA+

Relationship, Sex Education Policy (RSE)

Durham Trinity School & Sports College

September 2023

At Durham Trinity we ensure that learners are nurtured, believe in their potential, socially and emotionally thrive and develop their capacity to enjoy life and succeed.

Neurodiversity

The school curriculum is highly adapted to meet the needs of our pupils; those with complex and multiple learning needs (PMLD), severe learning difficulties (SLD), Autistic Spectrum Condition (ASC) and those with emotional and mental health difficulties (SEMH)

We will offer provision appropriate to the needs of all our students, taking specialist advice where necessary. It is important the SEND pupils receive the knowledge they need to build up their independence. Where possible the RSHE curriculum will be adapted to suit, 'not changed' to ensure all pupils can have access to the same curriculum

It is our aim that our Relationships and Sex Education (RSE) policy forms a significant element of our provision which supports success in all aspects of school life and beyond.

DTS & SC recognises that a clear RSE policy will support the school in meeting outcomes of staying healthy and staying safe. This new policy is an updated version, incorporates the latest guidelines, and ensures a framework for a relevant RSE curriculum for all of our young learners, taking into account issues such as healthy relationships, sexuality, identity, disability, ethnicity and faith. Our whole school approach is that we believe our young learners have entitlements to a person centred appropriate RSE curriculum.

This policy was developed in response to the following;

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, DfE June 2020
- Research commentary: teaching about sex, sexual orientation and gender reassignment (Chris Jones, Ofsted's Director, July 2021)
- Children and Social Work Act, 2017
- Equality Act, 2010 and schools
- Not Yet Good Enough: Personal, social health and economic education in schools, Ofsted 2013
- Special Educational Needs and Disability code of practice: 0-25 years, updated 2020

- Life Lessons: PSHE and SRE in schools: Fifth Report, House of Commons Education Committee, 2015
- Keeping Children Safe in Education- (KCSIE) (DfE, 2023)
- Transforming Children and Young People's Mental Health Provision, Green Paper, July 2018
- Review of Sexual abuse in schools and colleges, Ofsted June 2021

This policy is in conjunction with:

- E-Safety Online Safety Policy
- Anti-bullying/Behaviour Policy
- Behaviour and Emotional Well Being Policy
- Safeguarding Policy (including child sexual exploitation and harmful sexualised behaviours)
- Keeping Children Safe in Education Policy
- Equality and Inclusion Policy
- PSHE Policy
- Mental Health & Wellbeing Policy

The engagement & consultation Process Has Involved:

Pupil focus groups

DTS & SC's provision is based on the needs of our young learners so that the curriculum is relevant to their lives. Young learners were consulted through focus groups, questionnaires, and discussions. Formal, Semi-Formal learners and advocates for Pre Formal learners were consulted on their ideas about how their RSE should be taught (for example lesson delivery, resources, group sessions and 1:1). The delivery is inclusive in terms of SEND, gender, identity, ethnicity, culture, age, religion or belief and adverse life-experience.

Questionnaires and engagement with parents / carers

DTS & SC's is pro-active in communicating with parents and carers around RSE and signposting to additional support.

We offer support to parents/ carers to enable them to talk to their children about RSE issues. The views of parents and carers about RSE are collated via consultations and questionnaires. Parents/ carers are made aware of their right to withdraw their children from any non-statutory aspects of RSE. Information around RSE is made available to parents and carers through the school website and signposting is shared via DTS's WEDUC communication App. School also invites parents/carers to RSHE focus Coffee Mornings sessions where curriculum planning and resources are available to support parents and carers to understand how the curriculum is delivered and how they can support at home.

Review of RSE curriculum content with staff and pupils

RSE learning outcomes and 'I can' statements are appropriate to the development, ability and age of our young learners. Links are made with other subjects / issues so that learning is relevant and reinforced. The learning objectives balance; knowledge and understanding, exploring values and attitudes and developing skills. The content includes all aspects of relationships, not just the biology, and there is flexibility to respond to the changing needs of our young learners, for example new topics identified through question boxes or consultation.

The continuing professional development of staff delivering RSE is identified and supported. All staff delivering RSE have access to appropriate and up to date CPD including external courses, network meetings and signposting. Schools commissioning or 'buying in' CPD are able to demonstrate that the provision is high quality, up to date and appropriate. New members of staff are made aware of resources and in-house CPD as part of their Induction Programme

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

There are clear criteria for the selection of external agencies that contribute to RSE. External contributors should not deliver RSE without there being a member of staff present. Contributions by external agencies are supported by preparatory and follow up work, and where possible through joint delivery with school staff. Family Health Nurses and local health professionals make an appropriate contribution to RSE. The school contributes knowledge about children and young peoples' needs identified in RSE into relevant local forums, for example, Health and Wellbeing Boards, Area Action Partnerships etc. Local health priorities reflected in the RSE programme are communicated to the school's wider community

Consultation, agreement and implementation of policy by school governors

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

What Is Relationship and Sex Education, RSE?

In secondary, DTS's Relationship & Sex Education is delivered as a discrete subject and/or part of the Personal, Social and Health Education (PSHE/RSHE) curriculum. Our approach to RSE goes beyond the provision of biological information; it focuses on attitudes and values, developing self-esteem and

the skills to manage relationships and keeping safe, including on and offline. RSE has links made with other parts of the PSHE curriculum in particular alcohol and drug education and E- safety.

RSE is lifelong learning about emotional, physical, moral and sexual development. It is about the understanding of the importance of safe, healthy and loving relationships; both social and intimate, respect and care for family life. It involves acquiring information, developing skills, revisiting skills and forming positive beliefs, values and attitudes from Early Years up to Post 16

Based on the current guidance our comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills in understanding,

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge, in secondary, around sex, sexual health and sexuality, set firmly within the context of relationships.

Health Education - Physical Health and Wellbeing

This builds on the primary content to enable students to understand their changing bodies, including menstrual wellbeing and their feelings to further the language they use to talk about their bodies, health, and emotional norms. In addition to understanding variations in emotions and physical complaints and where health, wellbeing issues and concerns begin. Health education enables making the connections between physical and emotional changes for all students (regardless of gender and identity), the impact on physical health and wellbeing, their capacity to learn and maintain their mental health and wellbeing.

Principles and Values

In addition, DTS believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Be needs and age appropriate and suitable to their learning pathway
- Encourage every young learner to contribute to their community and supports each individual as they grow and develop.

- Be set within this wider school context and supports family commitment, equality, love, respect and affection, knowledge and openness. Being mindful that 'Family' is a broad concept, not just one model, e.g. nuclear family. It includes a variety of types of family structure, and the acceptance of differences.
- Encourages young learners and staff, delivering RSHE, to share and respect each other's views.
- Aim to be positively inclusive, without promotion of any particular family structure. The important values are love, respect, kindness and generosity and care for each other.
- Generate an atmosphere where questions and discussion on sensitive topics and sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their young person about sex, relationships and growing up. We aim to work in partnership with parents and young people, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

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

Attitudes and Values

- learning the value of respect, love and care;
- learning the value of family life, stable and loving relationships, and marriage and civil partnerships;
- learning about the nurture of children and nurturing parenting
- learning the importance of values, individual conscience and moral choices;
- exploring, considering and understanding moral dilemmas;
- where possible, developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about perceived 'normal' behaviour.

Personal and Social Skills

- developing an understanding of the consequences of choices made
- developing friendships and relationships
- managing conflict
- restoring friendships and relationships
- Developing self-awareness and positive self-regard
- learning to manage emotions and relationships confidently and sensitively including on and offline
- developing self-respect and, where possible, empathy for others;

- learning to make choices with an absence of prejudice;
- empower young learners the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)
- How to report concerns of abuse, and the vocabulary and concerns to do so

Knowledge and Understanding

- learning and understanding emotional and spiritual development (SMSC)
 - learning and understanding physical development at appropriate emotional & cognitive stages;
 - Learning the correct names for public and private parts of the body (parental involvement)
 - Learning and understanding safe and unsafe touch
 - Learning and identifying safe trusted adults
 - Where appropriate, now the key facts about puberty, the changes in the adolescent body (including physical and emotional) and menstrual wellbeing (Health Education)
 - Learning and understanding about consent and asking permission
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- learning and understanding emotional and spiritual development (SMSC)
 - learning and understanding physical development at appropriate emotional and cognitive stages;
 - when appropriate, understanding gender identity, reproduction, sexual health, emotions and relationships;
 - know the key facts about puberty, the changes in the adolescent body (including physical and emotional) and menstrual wellbeing (Health Education)
 - when appropriate, learning about contraception, STI's and the range of local and national sexual health advice, contraception and support services;
 - when appropriate, learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
 - where appropriate, the avoidance of unintended pregnancy.
 - The impact of viewing harmful content through online and media
 - 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
 - All students, regardless of gender orientation, should know the key facts about puberty, the changes in the adolescent body (including physical and emotional) and menstrual wellbeing (Health Education)
 - Learn where to go for help and advice and how to access local and national services

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

Aims and Objectives

The aim of RSE is to provide balanced, factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare our young learners for an adult life in which they can independently, or supported and where possible, and appropriate;

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

As a result, young learners should where possible and appropriately;

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

Roles & Responsibilities

Senior Leader responsible for RSE across the school; David Matthews (Deputy Head)

Middle Leader responsible for RSE design and delivery; Sonya McCarthy

Safeguarding Team; Jack Peacock, Rachel Grimwood, David Matthews, Fiona Day, Dianne Chapman & Sonya McCarthy

RSE School Governor; Michelle Mullholland

Organisation and content of the Relationship and Sex Education

DTS & SC specifically delivers RSE, and elements of RSE, in both Primary and Secondary and through its three learning pathways, pre-formal, semi – formal and formal and has a Total Communication Approach in delivery.

Primary

- Pre – Formal & ASC discrete provision delivered by Tutor and key staff through all areas of the curriculum
- Semi - Formal delivered by Tutor and supported by class TA/s as discrete lesson or relevant topic projects
- Formal delivered by Tutor or Teacher and supported by class TA/s in discrete weekly lessons.

Secondary

- Pre – Formal & ASC discrete provision delivered by Tutor and key staff through all areas of the curriculum
- Semi - Formal delivered by RSE Lead and supported by class TA/s as discrete lesson or relevant topic projects
- Formal delivered by RSE Lead and supported by class TA/s in discrete weekly lessons.

Throughout school, RSE topics are also delivered through PSHE type programmes. Tutors/Teachers deliver the PSHE Curriculum with support from professionals where appropriate whilst a trained Tutor/Teacher is responsible for the planning and delivery of the RSE curriculum. Currently all staff at DTS & SC have been offered and have had access to appropriate RSE CPD delivered by expert and trained staff as part of the RSE Commission.

It is the responsibility of the Tutor/Teacher to utilise CPD provided by school to support confidence in delivery and relevance of their curriculum content.

RSE lessons focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science Curriculum is delivered by staff in the science department and/or by Tutors of Semi Formal classes. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships are considered to form cross-curricular links

Any RSE focused lesson may consider questions or issues that some young learners will find sensitive. Before embarking on these lessons and where appropriate, a 'group agreement' will be established which protects personal information being requested, or disclosed by those taking part in the lesson. When young learners ask questions, we aim to answer them honestly, within the group agreement established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the young learners, the question may be dealt with individually, or at another time.

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

RSHE will be representative and inclusive of LGBTQIA+ young people.

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

- Treat every pupil as an individual, with dignity and respect.
- Relate language and behaviour to the chronological age of the young learner.
- Reinforce the 'private' 'safe' 'consent' and 'trusted adult' concept in all situations.
- Discourage young learners from unsafe inappropriate behaviour in public spaces, for
E.g. sitting on laps, hugging and kissing upon greeting people.
- Consented intimate care to be carried out by an adult of the same sex as the pupil, where possible.

Resources

The most valuable resource is understanding, experience and skills of the school staff. However, the school will try to ensure the availability of photos, slides, DVD's, PowerPoint presentations, and good quality models for appropriate illustrative and teaching purposes.

Additional resources for sex and relationships education can be found on the schools SharePoint and is accessible to all staff. It is anticipated that personnel from outside school, will be involved in teaching the sex and relationships education programme. However, where any involvement is planned, it is important that visitors are aware of the principles and attitudes outlined in this document and that parental permission be gained.

Primary Long Term Overview

<u>Key Stage 1</u>		
Year 1		
Autumn – Special People/Family	Spring – Kindness	Summer – Personal Safety
Year 2		
Autumn – Friends	Spring - Respect	Summer – Privacy
<u>Key Stage 2</u>		
Year 3		

Autumn – Friends	Spring – Respecting Ourselves & Others	Summer – Stranger Danger on and off line
Year 4		
Autumn – Family	Spring – Personal Safety	Summer – Our changing bodies
Year 5		
Autumn - Bullying	Spring – Relationship	Summer – Managing friendships
Year 6		
Autumn - Gender Identity	Spring – Marriage	Summer – Boundaries

Secondary Long Term Overview

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

*The Secondary RSE curriculum is a spiral curriculum and therefore revisits the same modules yearly but in greater depth each year this allows repetition for SEN pupils and further developing prior learning.

Positive school culture

Our school has a responsibility to help create and nurture a positive school culture. It is vital this is reflected in our teaching and that our young learners experience positive healthy relationships with their peers and school staff. We recognise the importance of role modelling appropriate language and respectful behaviour and how this contributes to a safe inclusive environment for all, including those with a protected characteristic.

‘Child to child’ abuse/sexual harassment and violence and RSE

Our school recognises that children are vulnerable to and capable of abusing their peers, including sexually. ‘Child to child’ abuse will not be tolerated or passed off as part of ‘banter’ or ‘growing up.’ Please see our Safeguarding Policy (or state relevant policy) for further information on reporting and safeguarding procedures. This school is committed to taking a proactive and preventative approach to all abuse in schools. In an age and stage appropriate way topics such as **consent and permission seeking (on and offline), safe touch and privacy, respectful relationships and appropriate language, communication and behaviour** are covered through a spiral curriculum. This school recognises the key links between these important topic areas and supporting our children to gain the skills and confidence to say no, speak up and report abuse.

Sexual Abuse

Recent years have seen increased concern about the occurrence of sexual abuse. If the issue is avoided, the needs of our young learners are ignored.

There are three main areas of concern for teachers.

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

Morality

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

These would include:

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

Inclusion

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

Ethnic and Cultural Groups

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

Gender Identity and Sexual Orientation (LGBTQIA+)

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

Parents/carers and the wider community

Here at Durham Trinity we believe the role of parents in the development of the children's understanding of relationships is vital. Parents/carers are the first educators of children. This policy and information on what will be taught and when will be freely available on our school website for you

to access. We encourage parents to view resources and access the links provided on our school's website to support their child's learning and development, for example NHS choices page.

Right of withdrawal of students from Relationship and Sex Education

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

In exceptional circumstances, for example when they propose to educate their young person at home, the school will respect the parent's request, up to and until three terms before the child turns 16. After that point, the young person can choose to attend RSE. Their SEND should not be a consideration for the head teacher to grant a parental request, apart from in exceptional circumstances. Parents are welcome to review any RSE resources the school uses.

Safeguarding, reports of abuse and confidentiality

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

Young People under the age of 13

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

Under the Sexual Offences Act, penetrative sex with a young person under the age of 13 is classed as Rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact (formerly Social Care Direct), identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will

involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

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

Young people between 13 – 16

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

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

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

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

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

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

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

- The young person understands the health professional's advice.
- The health professional cannot persuade the young person to inform his or her parents or allow the doctor to inform the parents that he or she is seeking contraceptive treatment;

- The young person is very likely to begin or continue having intercourse with or without contraceptive treatment;
- Unless he or she receives contraceptive advice or treatment, the young person's physical or mental health or both are likely to suffer;
- The young person's best interests require the health professionals to give contraceptive advice, treatment or both without parental consent.

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

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the RSE Lead and Senior Leadership Team to oversee and organise the monitoring and evaluation of RSHCE, including Relationships and Sex Education, in the context of the overall school plans for monitoring the quality of teaching and learning. Assessment is carried out where appropriate, for example at the end of every module, and includes teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills and attitudes.

At Durham Trinity School all staff will use scientifically correct terminology for the body parts including the genitals, breasts, and pubic hair, to avoid misunderstandings and to ambiguity. Using the correct language strengthens our approach to safeguarding students and links strongly to RSHE

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

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

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

Head teacher signature.....

RSE Governor Signature.....

Date

Young learners will be consulted through lessons, assemblies & school council

