



NORTH DURHAM  
ACADEMY

**Relationships Education,  
Relationship & Sex  
Education & Health  
Education Policy (RSHE)**

## Introduction

In light of experience and best practice, the effectiveness of this policy will be monitored annually and reviewed every three years. This mechanism recognises that changes in legislation may prompt a review of the policy before the three years stipulated.

We are committed to safeguarding and promoting the welfare of children and young people, and expect all staff, partners and volunteers to share this commitment.

This policy applies to all activities undertaken by the Academy in pursuing its purpose as an educational institution whilst serving its students, community and wider stakeholder interests.

All policies are subject to Equality Impact Assessments. Equality Impact Assessments are carried out to see whether the policy has, or is likely to have, a different impact on grounds of race, gender, disability, age, religion or sexual orientation.

If you require this document in an alternative format and/or language, please contact our Executive Support Officer, Mrs Christine Connolly.

We are always keen to hear suggestions regarding Academy policies.

To make suggestions or to see further information please contact:

### Executive Support Officer

Telephone: 01207 507001  
Email: [dpo@ncdat.org.uk](mailto:dpo@ncdat.org.uk)

## Footnote

In an effort to keep costs to a minimum, a conscious decision has been made not to print out this document and it would be appreciated that you refer to the copy and relevant Appendices available on the Website/VLE.

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## **1. Rationale & Aim**

### **Rationale**

'Sex and Relationship Education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.'

### **Aim:**

It has three main elements:

- Attitudes and values;
- Personal and social skills;
- Knowledge and understanding.

## **2. Objectives:**

We will adopt the National Healthy Schools Standard (NHSS), to help ensure that every element of our ethos and teaching is consistent with the formation of healthy students. In accordance with this, we will ensure that this policy and programme:

- adopts a whole-academy approach;
- involves parents and carers;
- listens and responds to students' views.

### **3. Strategies:**

Through a carefully developed programme of activities in LIFE lessons, drop down days for Social, Moral, Spiritual, Cultural (SMSC) and other curriculum areas such as Science, using a variety of approaches, students will develop their knowledge, understanding and skills which will empower them to:

- make responsible and well-informed decisions about their lives;
- understand their spiritual, moral, cultural, physical and mental development;
- have a sense of their own personal worth and that of others;
- have an understanding of human reproduction and a clear awareness about the need for healthy lifestyle choices;
- have the self-confidence and skills to assert their own independence and choice, particularly with regard to peer pressure;
- appreciate the importance of stable, caring and loving relationships in promoting mental and emotional health;
- preparing for emotional resilience;
- to be good citizens of society;
- prepare for the opportunities, responsibilities and experience of adult life;
- generate an atmosphere where questions and discussion on sexual matters can take place without stigma or embarrassment;
- recognise that the wider community has much to offer and we work in partnership with health professionals, social workers, peer educators, our counsellor and other advisors.

## **4. Roles & Responsibilities**

### **The Company Secretary will ensure:**

all policies are kept up to date.

### **The Principal will:**

monitor and evaluate the policy.

### **Senior leaders will ensure that:**

The day to day management and implementation of the policy are maintained and ensure that all aspects of the policy are applied equitably.

### **Subject heads will ensure that:**

members of their departments are implementing the policy consistently.

### **All teachers/staff will:**

- apply the principles of the policy consistently and proportionately;
- develop positive working relationships with all students.

## 5. Standards by which the success of this policy can be evaluated

It is the responsibility of the RSHE Co-ordinator to oversee and organise the monitoring and evaluation of SMSC, in the context of the overall school plans for monitoring the quality of teaching and learning. The SMSC programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and a twice yearly monitoring and evaluation exercise led by the School Management Group.

The Governors Curriculum Staffing and Resources Committee is responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy.

Ofsted is required to evaluate and report personal development, behaviour, and welfare as well as spiritual, moral, social and cultural development (SMSC) of students. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development and quality of provision.

## 6. History of Policy Reviews

<b>Implementation Date</b>	<b>May 2020</b>
<b>1<sup>st</sup> Review Date</b>	<b>April 2023</b>
<b>2<sup>nd</sup> Review Date</b>	
<b>3<sup>rd</sup> Review Date</b>	

## 7. Associated Documentation

This policy and its accompanying Policy into Practice are underpinned and shaped by the relevant legislation and guidance including:

- Relationships Education, Relationships and Sex Education (RSHE) and Health Education Guidance, DfE July 2019
- Children and Social Work Act, 2017
- Equalities Act, 2010
- Not Yet Good Enough: Personal, social health and economic education in schools, Ofsted 2013
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and RSHE in schools: Fifth Report, House of Commons Education Committee, 2015
- Keeping Children Safe in Education- Statutory Safe Guarding Guidance, 2018
- Transforming Children and Young People's Mental Health Provision, Green Paper, July 2018
- Durham Safeguarding Children's Partnership procedures ([https://www.proceduresonline.com/durham/scb/p\\_ch\\_sexual\\_exploit.html](https://www.proceduresonline.com/durham/scb/p_ch_sexual_exploit.html)) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18

And should be considered alongside;

- Acceptable Use Policy
- Behaviour & Rewards Policy
- Keeping Children in Safe Education Policy