

# Conyers School

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## SEXUAL HEALTH AND RELATIONSHIPS EDUCATION (SRE) POLICY

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Updated: October 2019

Origin: NL – Health Co-Ordinator  
NL – Mental Health

### **Introduction:**

Sexual Health and Relationships Education [SRE] is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The DfE Sex and Relationship Education Guidance suggests that schools should set sex education within a broader base of self-esteem and responsibility for the consequences of one's actions.

The school is committed to quality SRE in line with national guidelines. SRE is to be presented in a context that values stable relationships, healthy living and personal relationships and firmly sets SRE within the wider context of health education and personal and social development.

The school is committed to the provision of SRE to all its students. Our programme aims to respond to the diversity of young people's cultures, faiths and family backgrounds. Topics are presented using a variety of views and beliefs so that students are able to form their own, informed opinions but also respect others that may have different opinions

This policy is a development of the Sex Education Policy. The Health Education Co-ordinator has consulted with North Tees & Hartlepool NHS Trust Health, the Local Authority Healthy Schools Co-ordinator, students, staff, and governors.

### **Aims**

The school aims to provide a programme of SRE within which students develop an understanding and awareness of their own and others physical, sexual and emotional development. Students will learn how to communicate, have self-confidence and self respect in relation to this subject. The programme is delivered through Focus Days and tutorial periods, as well as through subject areas, at appropriate and relevant points. The SRE programme:

- provides accurate and relevant information about physical and emotional changes;
- provide accurate information about sexually transmitted infections, and contraception methods;
- establishes an awareness of the importance of stable family life and relationships including the responsibilities of parenthood and marriage;
- provides opportunities for students to develop interpersonal skills;
- enables students to reflect upon their beliefs and values in relation to themselves and others;
- fosters self awareness and self esteem;
- allows students to consider the range of attitudes to gender, sexuality and sexual orientation, relationships and family life and develop respect for diversity and the need to avoid prejudice;
- provides information about agencies and services providing support;
- provides information about the legal position around sexual activity and young people.

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## **Roles and Responsibilities**

### Governors

As part of their general responsibilities for the management of the school, the governors have agreed this policy. They will continue their involvement through regular evaluation of it.

### Health Co-Ordinator

The Health Co-Ordinator provides guidance on what should be taught and when as well as providing appropriate activity plans that can be used by teachers in the classroom. The Director of Care, Support & Guidance is responsible for the provision of appropriate staff training.

### All Staff

SRE is a whole school issue. All staff should be aware of the policy and how it relates to them.

### Parental Involvement

A copy of this policy document and the SRE Programme will be available in school for consultation by parents. Before any student is involved in aspects of the SRE programme, their parents will be informed of the nature of the work to be covered. Some parts of the sex and relationship education are compulsory which are part of the National Curriculum for Science. Parents can withdraw their children from all other parts of sex and relationship education if they want. If parents have concerns about the programme they should contact the appropriate Year Manager to discuss the matter.

### Use of visitors and outside agencies

Visiting facilitators can enhance the delivery of SRE and some students do respond better if they perceive the deliverer to be an "expert" rather than their "normal" teacher. However, visitors will only be used in the programme if they can offer an expertise, approach or student response which cannot be achieved by the teachers. Where visitors and outside agencies are involved, their contribution must have been planned as part of an overall programme of SRE. Their contribution should complement the teaching already taking place in the school.

### Confidentiality and Advice:

The contact point for students, should they wish to discuss an issue or problem, is the Form Tutor and/or Year Manager.

Students will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made then certain actions will ensue. At the same time students will be offered sensitive and appropriate support. The following procedures will be used by adults:-

- 1) Disclosure or suspicion of possible abuse - the schools child protection procedures will be invoked (see Child Protection Policy).
- 2) Disclosure of pregnancy or advice on contraception

It is hoped that the following procedure will ensure that students who are in difficulty know that they can talk to an adult in the school and that they will be supported.

Professional information and guidance will always be sought from a health professional.

The school will always encourage students to talk with their parents first:

- Students should be asked whether they can tell their parent(s) and whether they want help in doing so. If this takes place, subsequent responsibility then lies with the parent(s). It will need to be checked:
- If students refuse to tell their parent(s), the adult should refer them to a health professional e.g. School nurse, GP.

The adult should report the incident to the Director of Care, Support and Guidance who will consult with the health professional about informing the parent(s).

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<p>How it will be monitored:</p> <ul style="list-style-type: none"><li>• Teachers making comments on the scheme of work and lesson plans.</li><li>• Feedback from teachers involved in the delivery of the programme.</li><li>• Feedback from students eg Year Councils, Year 8, 10, 12 reviews.</li></ul>	<p>By Whom:</p> <ul style="list-style-type: none"><li>• NL - Health Co-Ordinator (PY)</li><li>• NL - Mental Health (JKL)</li><li>• Director of Care, Support &amp; Guidance</li></ul>
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<p>Review Date:</p> <p>Annually, November</p>	<p>Review Assigned to:</p> <p>Student Support Team</p> <p>Conyers Local Governing Body's Care, Support &amp; Guidance Committee</p>
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