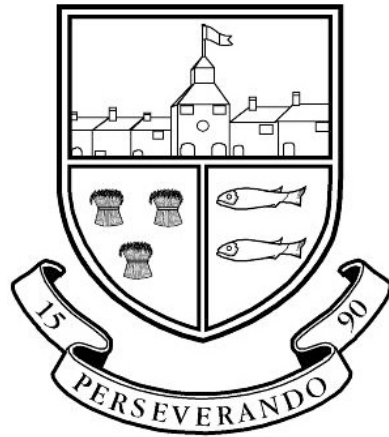




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***Conyers School Relationships &  
Sex Education Policy***

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***Date: September 2023***

***Policy Review Cycle: Annually***

***Review Assigned to: Care Support and Guidance Committee***

## **Introduction**

Relationships, sex and health education 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 RSE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain healthy 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 RSE in line with DfE statutory guidelines. RSE is to be presented in a context that values stable relationships, healthy living and personal relationships and firmly sets RSE within the wider context of health education and personal and social development.

The school is committed to the provision of RSE 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 Mental Health & Physical Health Coordinator 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 RSE 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 RSE 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 in its various forms and healthy 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;
- raises awareness of different identities that one may assume e.g. LGBT+
- 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.

## 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.

### Director of Quality Assurance

The Director of Quality Assurance assumes responsibility for ensuring compliance with statutory guidance as presented by the DfE. The Director of Quality Assurance will ensure that relevant monitoring strategies are in place to assess the effectiveness of the delivery and ensure staff with responsibility for delivering RSE are appropriately trained.

### All Staff

RSE 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 RSE Programme will be available in school for consultation by parents. Before any student is involved in aspects of the RSE 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 sex education content, but not from relationships education. 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 RSE 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 RSE. 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 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).

### **How it will be monitored:**

- Resources produced to assist in the delivery of content.
- Internal quality assurance processes e.g. Year Reviews
- Feedback from teachers involved in the delivery of the programme.
- Feedback from students e.g Student Parliament

### **By Whom:**

- Director of Quality Assurance (SCP)
- Director of Care, Support & Guidance (CPP)

**Review:** Annually

### **Review assigned to:**

Student Support Team,  
Conyers Care Support and Guidance Committee