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

Date: September 2024

Policy Review Cycle:

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-control and self

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