**Sex and Relationship Education Policy**

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| **Print & Keep on File**:  | Required ☐  | Not required   |

**PLEASE READ THIS DOCUMENT IN CONJUNCTION WITH ANY SPECIFIC LOCALISED**

**PROCEDURES AS DIRECTED BY THE HEAD TEACHER.**

# Supporting Documents

* Sex and Relationship Education DfE Guidance 2000 (Updated 2019)
* Department for Education - Relationships Education, Relationships and Sex Education (RSE) and health Education (Sept 2021)
* RSHE Policy
* Curriculum Policy
* Equal Opportunity Policy
* Special Education Needs Policy
* Safeguarding Children in Education Policy
* Positive Behaviour Policy
* Counter Bullying Policy

# Introduction

Relationship and Sex Education (R.S.E.) is lifelong learning about physical, moral, and emotional development.

* It is about learning about the importance of family life, stable and loving relationships, respect, love and care.
* It is about learning to be tolerant of others, whose relationships and sexuality may be different.
* It is also about the teaching of sex, sexuality, and sexual health.
* It provides knowledge and the organisation of skills and attitudes which will allow children to manage their lives in a healthy and reasonable way.
* This policy was written in consultation with parents and carers.

# Aims and Objectives of Sex and Relationship Education

## Equality

Under the provisions of the Equality Act (2010), Tees Valley College will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Tees Valley College will also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

## Attitudes and Values

Recognition of the understanding of the value of family life, marriage, and stable and loving relationships for the nurture of both children and adults.

Encouraging respect for social, moral and spiritual values.

Respect for oneself and others, loving and being loved, and caring for oneself and others.

Tolerance of different values and attitudes and lifestyles of others.

Exploring, considering, and understanding moral dilemmas.

Development of critical thinking skills as part of decision making.

Keeping self and other safe and making safer choices.

## Personal and Social Skills

Strengthening self-esteem and self-confidence through learning to understand and manage emotions and relationships confidently and sensitively and how to make positive choices based on understanding of difference and without prejudice.

Development of skills of choice and an understanding of the consequences of such choices are fundamental to decision making, assertiveness, managing conflict, and communication.

## Knowledge and Understanding

Learning and understanding about physical development at appropriate stages and dealing with issues of gender and stereotyping.

Transmission of knowledge about sexuality, reproduction, disability, inherited disorders, sexual health, emotions and relationships.

Acquisition of information about local and national services and how to assess them.

Learning about the reasons for delaying sexual activity prior to marriage, the benefits to be gained from such a delay, and the avoidance of unplanned pregnancy/parenthood.

Knowing how to stay safe, understanding when there is a risk of abuse or harm.

# Definition

RSE – Sex and Relationship and Sex Education - is lifelong learning about physical, moral, and emotional development.

# Content

* The main aim of Relationship Education (Primary) and Relationship and Sex Education (Secondary) is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Teaching staff at Tees Valley School will plan coverage in accordance with the statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and health Education (Sept 2021).

* Relationship and sex education will take the form of formal teaching using appropriate resources such as video films, slides, and other audio-visual aids, small groups, class discussions and role-playing, with the opportunity for questions raised to be answered.

* Teachers will reserve the right to refuse to answer questions, where answers may be thought to be inappropriate for the majority of pupils in the group, bearing in mind that much explicit information is available in teen magazines and that informal learning can be a powerful source of confusion and misinformation.
* To dispel myths and reduce fear and anxiety, clarify understanding and counteract prejudice by providing accurate teaching about sex and related matters. This will be done while preparing students to cope with their developing sexuality, the changes of puberty and adolescence, and the responsibilities of both personal health care and mature physical relationships.
* Pupils should develop confidence in the moral basis of their values so that they can develop a pattern of behaviour which takes account of the need for respect for others and their responsibilities to others and themselves. This matches the ideas of tolerance seen in the Equal Opportunity Policy.
* Delivery will be in the context of the PHSE, RE and Science curricula. It may involve addressing moral and ethical issues which may arise from apparently unrelated topics in all curriculum subjects, where there will not be a parental right of withdrawal.

## Confidentiality

Staff may not offer or guarantee to pupils’ confidentiality in any matters due to the need to take action in issues related to abuse, under-age sexual intercourse or pregnancy. At the same time, pupils will be offered sensitive and appropriate support.

In the case of a pupil disclosing possible abuse, the Tees Valley College Safeguarding Procedures will be used.

In the case of a pupil making a disclosure of possible pregnancy, or seeking individual advice on contraception, pupils should be encouraged to know that they can talk to an adult in the school. Tees Valley College will encourage any pupil of statutory school age to talk to their parents first:

* The pupil should be asked if they can tell their parents and asked if they need help in doing so
* Staff will need to check how they have progressed the issue.

If the pupil refuses to tell their parents, staff should refer them to a health professional.

Staff should report the incident to the Head Teacher who will consult with health professionals prior to informing parents.

The pupil will always be told that school staff are having to act in this way before their confidentiality is compromised.

## Parental rights

The School has a legal duty to teach (Relationship Education – Primary and Relationship and Sex Education – Secondary) in the mandatory subjects. However, in order to comply with the regulations regarding the parents' right to withdraw their child from ‘non-statutory’ elements of sex education lessons, this policy is circulated annually at the start of the academic year. The planned subject content is available upon direct request to Tees Valley College.

Parents and carers are encouraged to play a part in this sensitive area by being informed of the school programme so that they can continue discussions at home. However, parents and carers of all pupils have the right to withdraw their child from non-national curriculum sex education: parents will be able to state annually whether they wish their child to be withdrawn.

The class Teacher will seek clarification from parents/carers regarding their reservations and will, as far as is realistic, set appropriate alternative work when the pupil is not in the lesson.

Non-statutory sex education is defined as the work relating to attitudes, sexuality, and HIV/AIDS. Although this is non-statutory, the school is obliged to teach it and feels it is important that these aspects are dealt with sympathetically.

# Training Requirements

The Head Teachers will ensure that familiarisation with this policy is a part of the induction process for all employees.

# Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact your line manager. Tees Valley College and/or Keys Group will then actively respond to the enquiry.