



# Relationships and Sex Education (SRE) Policy

Written by	Adopted by Governing Body	Review Date
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## **1. Introduction**

At Baysgarth School we encourage students to show Respect, Responsibility and Resilience in all aspects of their life; respecting themselves and each other in a culture that promotes tolerance and celebrates diversity. We aim to provide opportunities for all students to develop holistically, personally and academically, based on our core values.

Sex and Relationship Education (SRE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive SRE does not make young people more likely to become sexually active at a younger age.

The SRE curriculum involves a combination of sharing information and exploring issues in a safe way. Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, developing personal and social skills, respect for self and others and decision making. This is done through the exploration of a range of different relationships and how these relationships are stable and loving.

SRE is integrated within the ICE curriculum and is delivered to all students across all year groups.

This Policy should be read in conjunction with the following:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Safer Recruitment and selection process
- Equal Opportunities for students
- SEN Policy
- Whistleblowing
- Equality and Diversity Policy

## **2. Aims**

At Baysgarth School we aim to deliver a programme of study which ensures all students have the opportunity to:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience.
- Contribute to the creation of a positive culture that allows students to question and explore sensitive topics with maturity, empathy and respect.
- Develop skills and knowledge to identify safe, secure relationships and where relationships are unhealthy, have the confidence to know how to deal with this.
- Understand the consequences of their actions and behave responsibly within all relationships, including ones that are sexual.

- Understand the concept of consent and how to recognise when this is being compromised in order to avoid being exploited or exploiting others.
- Develop highly effective communications skills supported by accurate and appropriate knowledge and terminology for sex and relationship issues.
- Develop awareness of their own sexuality and understand human sexuality in the context of society.
- Develop the understanding and confidence to challenge sexism and prejudice, promoting equality and diversity.
- Develop the understanding of how and why views towards sex may be different including accurate knowledge about the law.
- Have the knowledge to be able to make informed decisions about safe sex and contraception, understanding risks in terms of pregnancy and STIs.
- Be confident to know where and how to access support for relationship and sex issues.
- Understand the law in regard to sexting and online sexual activity

### **3. SRE Programme**

Relationships and sex education (RSE) must be taught in all schools under the Children and Social Work Act 2017 [section 34], in line with the terms set out in statutory guidance.

Documents that inform the school's RSE policy include:

- Education Act (1996) Learning and Skills Act (2000)
- Education and Inspections Act (2006) Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)

Baysgarth School has an ongoing programme of sex and relationship education throughout Key Stage 3 and 4. This programme is regularly updated and reviewed in line with the latest DfE guidance and local and contextual safeguarding knowledge. This review is done annually by the ICE coordinator and the CP Officer.

The programme is delivered through National Curriculum Science lessons and through the school-based ICE (Identity, Culture and Ethics) programme mainly. This is supplemented through tutor time activities, assemblies, enrichment opportunities and visits.

#### **4. Information through other National Curriculum subjects and Religious Education**

Parents and carers must be aware that, through other National Curriculum subjects such as English, Drama, History and RE controversial issues may come up and therefore require a certain amount of discussion. These will be covered as part of an unbiased curriculum which is fully inclusive and mindful of the need to promote positive relationships between individuals holding a protected characteristic and no protected characteristic.

Within this category, as long as any discussion takes place within the context of the subject, it will not be deemed to be part of the sex and relationship education programme and therefore not subject to parental right of withdrawal. However, the School holds the belief and expectation that staff will deal both sensitively and professionally with any issues which arise in the classroom.

#### **5. The Parental Right of Withdrawal Parents / Carers**

Parents and Carers now have the right to withdraw their children from sex and relationship education, although not from those elements which are in National Curriculum Science.

Secondary Parents/Carers have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

If a Parent or Carer wishes to withdraw a child from these classes, they are asked to discuss it with the ICE Coordinator in the first instance. Following this discussion, if a parent still wishes to withdraw their child, they should write to the Headteacher with their reasons.

If students who are withdrawn from sex and relationship education ask questions at other times, these questions will be answered honestly by staff.

#### **6. Use of Outside Visitors**

Baysgarth School values partnerships and will use the expertise and experience of health care professionals to support the SRE programme. Every visitor or professional speaker involved in this programme will be made aware of the sex and relationship education policy of Baysgarth School and we will exercise great care in the choice of external speakers to ensure that the aims of the policy and vision of the school are supported by them.

#### **7. Confidentiality, Controversial and Sensitive Issues**

Teachers cannot offer unconditional confidentiality. Students are informed that the staff teaching the sessions are still bound by the legal responsibilities set out in Keeping Children Safe in Education.

In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse; the young person will be persuaded, wherever possible, to talk to a parent/carer and if necessary to seek medical advice. The school has a duty to consider any child protection concerns which would be referred straight to the Child Protection Coordinator for support and follow up action.

If child protection procedures are followed, the teacher will ensure that the student understands that if confidentiality must be broken, they will be informed first. Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

**Signed:** \_\_\_\_\_ **[Chair of Governors]**

**Date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ **[Head Teacher]**

**Date:** \_\_\_\_\_