



Wallend Road  
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PR2 2HW

# Relationship & Sex Education (RSE) Policy

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**Reviewer:** S Redgrave

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## PURPOSE OF THIS POLICY DOCUMENT

- Policy:** This Relationship & Sex Education Policy Statement has been prepared by Pioneer TEC as a statement of its intentions and commitment to ensuring that the highest standard of education concerning sex and relationships for staff and students is achievable in its workplaces.
- Purpose:** Pioneer TEC through the effective use of this policy, supporting procedures and guidance, will offer relationship and sex education in accordance with the government's curriculum requirements. Pioneer TEC believe relationship and sex education (RSE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feeling and will embed these beliefs through the curriculum.
- General Aims:** Our general aims are to:
- Provide our students with age-appropriate information;
  - Explore attitudes and values; and
  - Develop the skills to empower children to make positive decisions about their health-related behaviour.
  - Remain mindful of cultural difference and the qualities of relationships within different families.
  - Strive to allay fears, concerns and / or associated anxieties.
  - Build self-esteem and confidence to help our students make healthy choices.
- Applicability:** This policy applies to all Pioneer TEC staff including contractors and consultants, internal and external secondees, students and interested parties. This policy aims to ensure that all employees have a clear understanding of the Relationship & Sex Education Policy at Pioneer TEC.
- Chain of responsibility:** The person with overall responsibility for RSE within the Company is Mrs Lyndsey Sim (Proprietor).
- All staff with specific responsibilities for the delivery of sex education are adequately delegated in their absence. All staff and other interested parties are required to co-operate with regard to the Company's RSE policy and report concerns and opportunities for continual improvement to line management.

**RSE Statement:** RSE at Pioneer TEC encompasses the teaching of sex, sexuality and sexual health within the curriculum as well as the building of and sustaining of friendships, family relations and e-safety.

**Declaration:** This policy statement will be reviewed annually and communicated to all staff and interested parties.

# 1: INTRODUCTION

From September 2020 the government requires schools to adopt the new curriculum. Pioneer TEC undertakes to adopt the government's statutory guidelines taking into account the young people in our care who are more likely to have disrupted educational experiences, and/or have missed out on key aspects of the curriculum and RSE. This could mean that their access to sources of information may be limited through lack of knowledge.

## **They may have:**

- Missed out on school sex and relationship education due to poor attendance, truanting and frequent changes in educational placements;
- No guidance and support on sex and relationships from parents or family;
- Been exposed to sexual/physical abuse leading to low self-esteem or inappropriate behaviour;
- Had early exposure to sexual activity, e.g. through prostitution, being sexually abused or abusing others;
- A lack of the necessary skills and confidence to negotiate and sustain positive relationships;
- Difficulty finding a safe place, time or informed adult to talk about sex and relationship issues.

Effective RSE is crucial to developing and maintaining emotional and physical health. It is also essential if young people are to make responsible and well-informed decisions about their lives as they move from childhood through adolescence into adulthood. RSE will not be delivered in isolation but will be firmly rooted within the PSHE programme.

The objective of RSE is to help and support young people through their physical, emotional and moral development. They will be taught about the nature and importance of marriage for family life and bringing up children. However, we recognise that there are strong and mutually supportive relationships outside marriage. Therefore, students will learn the significance of marriage and stable relationships as key building blocks of community and society. Care will be taken to ensure there is no stigmatisation of children based on their home circumstances.

## **Further Objectives:**

- To enable students to understand the biological aspects of reproduction.
- To consider the advantages and disadvantages of various methods of family planning in terms of personal preference and their social and moral implications.

- To recognise and be able to discuss sensitive and controversial issues such as conception, virginity, birth, child-rearing, abortion, sexually transmitted diseases and technological developments which involve consideration of attitudes, values, beliefs and morality.
- To make students aware of the range of sexual attitudes and behaviour in present day society and recognise the importance of personal choice in managing relationships so that they do not present risks to health and personal safety.
- To make students aware that feeling positive about sexuality and sexual activity is important in relationships and that people have the right not to be sexually active.
- To understand the changing nature of sexuality over time and its impact on lifestyles, e.g. the menopause.
- To recognise that parenthood is a matter of choice.
- To critically analyse moral values and explore those held by different cultures and groups.
- To understand the concept of stereotyping and to discuss issues such as sexual harassment in terms of their effects on individuals.
- To understand aspects of legislation relating to sexual behaviour, gender and equal opportunities and to make aware the availability of statutory and voluntary organisations which offer support in human relationships.

Students will be given accurate information and helped to develop skills to enable them to understand difference, to respect themselves and others, and for the purpose of preventing and removing prejudice. The curriculum will help students learn to understand human sexuality, learn the reasons for delaying sexual activity, the benefits to be gained from such delay, and to learn about obtaining appropriate advice on sexual health.

RSE within Pioneer TEC will contribute to promoting the spiritual, moral, cultural, mental and physical development of students and of society and preparing them for the opportunities, responsibilities and experiences of adult life.

We do not believe effective RSE encourages early sexual experimentation. It teaches young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills that are particularly important today because of the many different and conflicting pressures on young people.

Research shows that more than a quarter of young people are sexually active before they reach 16. Young people under 16 are the group least likely to use contraception and concern about confidentiality remains the biggest deterrent to seeking advice.

*'Any young person, in or out of care, may become sexually active or use other compulsive behaviour as a way of seeking physical affection and affirmation of themselves as desirable and attractive individuals. Some may try to boost their self-esteem by being actively sexist, homophobic, verbally or physically abusive or by abusing younger children. Some may resort to sexual abuse.'* (Source: National Children's Bureau 1998)

Under the Sexual Offences Act 2003, teachers who promote contraception to a young person under 16 years of age, providing they are acting to protect the young person, are not liable to prosecution under specific amendments.

## 2: RSE

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. RSE is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. There are three main elements:

### **Attitudes and Values**

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision-making.

### **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- managing conflict;
- Learning how to recognise and avoid exploitation and abuse.

### **Knowledge and Understanding**

- Learning and understanding physical development at appropriate stages;

- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning about contraception and the range of local and national sexual health advice, contraception and support services;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and the avoidance of unplanned pregnancy.

### 3: USE OF MATERIALS

Materials used in school will be in accordance with the PSHE framework and the law. Inappropriate images will not be used nor will explicit material not directly related to explanation. Schools will ensure students are protected from teaching and materials, which are inappropriate, having regard to the age and cultural background of the students concerned. Pioneer TEC will also ensure that students are protected from accessing unsuitable materials on the Internet.

#### Key Stage 3 and 4

Pioneer TEC will set sex education within a broader base of self-esteem and responsibility for the consequences of one's actions. We will:

- Teach about relationships, love and care and the responsibilities of parenthood as well as sex;
- Focus on boys as much as girls;
- Build self-esteem;
- Teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood;
- Provide young people with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment;
- Use young people as peer educators, e.g. teenage mothers and fathers;
- Give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure;
- Link sex and relationship education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol;
- Ensure young people understand how the law applies to sexual relationships.

### 4: WORKING WITH THE WIDER COMMUNITY

Delivery of RSE is not the sole responsibility of schools. Pioneer TEC will therefore engage with a range of people in the wider community, including health professionals, social workers, youth workers, peer educators and visitors, as appropriate. People in the wider community have much to offer at all levels of



planning and delivering RSE, bringing a new perspective and offering specialised knowledge, experience and resources.

**It should be noted that health professionals who are involved in delivering programmes are expected to work within Pioneer TEC's RSE policy and on the instruction from the senior management team. However, when they are in their professional role, such as a school nurse in a consultation with an individual student, they should follow their own professional codes of conduct (this is the case irrespective of who is paying them).**

## 5: CONFIDENTIALITY & CHILD PROTECTION

Schools must be absolutely clear about the boundaries of their legal and professional roles and responsibilities. Teachers cannot offer or guarantee absolute confidentiality.

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue.

If a member of a school's staff (teaching or non-teaching) suspects that a young person is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they must be aware of the procedures for reporting their concerns.

Effective RSE should enable and encourage young people to talk to a trusted adult if they are having sex or contemplating doing so. It is desirable, although not always possible, that that person should be their parent, carer or keyworker. The law allows health professionals to see, and in some circumstances, to treat young people confidentially. Part of this process includes counselling and discussion about talking to parents/carers. In order to be able to take responsibility for their actions, young people need to be more generally aware of the law in relation to sexual activity and local confidential services.

Nonetheless, there may be cases where a teacher learns from an under 16 year old that they are having, or contemplating having, sexual intercourse. In these circumstances, Pioneer TEC will take steps to ensure that:

- wherever possible, the young person is persuaded to talk to their keyworker;
- any child protection issues are addressed;
- the young person has been adequately counselled and informed about contraception, including precise information about where young people can access contraception and advice services.

When the member of staff who receives the information believes there is a child protection issue to be addressed, they should refer the case to the DSL. They

should also make clear to the student that they cannot guarantee confidentiality. The member of staff should ensure the student understands that if confidentiality has to be broken, they will be informed first.

Pioneer TEC will monitor the frequency of such cases.

## **6: THE RIGHT TO WITHDRAW A CHILD FROM RSE LESSONS**

Whilst Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any, or all, parts of the school's programme of sex education, parents no longer have the right to withdraw students from relationships education.

Schemes of work will enable parents to estimate the point at which specific aspects of sex education will be delivered to their child. The biological element of reproduction remains within the National Curriculum Science Order for Key Stage 3 and is covered in detail during the Fourth Year as part of the GCSE course.

Other issues are dealt with in Religious, Personal and Social Education as well within the 24 hour curriculum in co-operation with care.

## **7: ADVICE TO INDIVIDUAL STUDENTS**

It is understood that it is important to distinguish between the school's function of providing education generally about sexual matters and the giving of advice to individual pupils on these issues. Good teachers have always taken a pastoral interest in the welfare and well-being of pupils. It is also understood that this function should never trespass on the proper exercise of parental rights and responsibilities. It is understood that particular care must be exercised in relation to giving contraceptive advice to pupils under the age of sixteen, for whom sexual intercourse is unlawful. It is the general rule that giving an individual pupil advice on such matters without parental knowledge or consent would be inappropriate.

Where the circumstances are such as to lead a staff member to believe that the pupil has embarked upon, or is contemplating, a course of conduct which is likely to place him or her at moral or physical risk or in breach of the law, the staff member has the general responsibility to ensure the pupil is aware of the implications and will be urged to seek advice.

# Appendix 1 – Supporting Guidance Documents

This policy sets out how Pioneer TEC will meet its duty to staff and all other interested parties working, studying or visiting Pioneer TEC.

If anyone wishes to seek further information or guidance, they can refer to the documents outlined below and/or refer to the resources available online as follows:

## References and Resources:

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/about-this-guidance>

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

<https://www.fpa.org.uk/relationships-and-sex-education/teachers/statutory-rse-england-simple-guide>

<https://learning.nspcc.org.uk/research-resources/schools/relationships-health-and-sex-education-resources>

<https://www.gov.uk/guidance/equality-act-2010-guidance>

## Other Pioneer TEC Policies:

Child Protection & Safeguarding  
Risk Assessment  
Health and Safety  
Equality and Diversity  
Complaints

**Declaration:**

**I have read and understand the information and guidelines set out in this policy:**

Name	Date