



# **LONGBENTON** HIGH SCHOOL

## **Sex and Relationships Education Policy**

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<b>RESPONSIBILITY:</b>	Headteacher
<b>IMPACT ASSESSMENT:</b>	Yes
<b>GOVERNING COMMITTEE:</b>	Curriculum Sub-Committee
<b>REVIEWED:</b>	2014
<b>RATIFIED:</b>	2014
<b>WEBSITE:</b>	Yes

## **Rationale**

Sex and relationships education should be an integral part of the learning process beginning in childhood and continuing into adult life and be for all children, young people and adults, including those with physical, learning or emotional difficulties.

## **Purpose**

- (1) To provide students with an understanding of their sexual development seen as an integral part of their whole physical, emotional, mental, moral and social development.
- (2) To provide students with an understanding of the reproductive processes and the role of contraception.
- (3) To provide students with an awareness of the consequences of their own and others' sexual activity, including the dangers of sexually transmitted diseases.
- (4) To provide students with an understanding that they have rights over and responsibility for their own bodies, thus raising the self-esteem of students and minimising their risk of exploitation.
- (5) To prepare young people for long-term partnerships with particular emphasis on marriage and the responsibilities of parenthood.

## **Guidelines**

- (1) A number of subject areas will have a part to play in sex and relationships education, although the RSD, Science, Food, Textiles and Child Studies and PE departments will have the biggest roles to play.
- (2) Students should be taught sex and relationships education within a moral framework and with reference to family values. Within RSD, opportunity is given to set views against a religious, moral framework which in the main is Christian, allowing the young people to have regard to moral considerations and the value of family life. Within RSD, the Christian view of marriage is discussed in a positive way. The dangers of sexually transmitted infections will be dealt with in the RSD curriculum.
- (3) Colleagues in other departments are encouraged to deal with such issues in the same way. In science, however, only the biological aspects of sexual behaviour can legally be dealt with. This is because the parents have the right to withdraw their children from sex and relationships education apart from those aspects of sex and relationships education which are part of the National Curriculum.

- (4) There can be no discrimination or any direct promotion of any particular sexual orientation.
- (5) Different students within a class will be at different stages of their sexual development. All matters relating to sexual issues should be dealt with in a sensitive way by members of staff.
- (6) Parents and students should be consulted regarding the sex and relationships education programme and counselling offered to students, but again sensitivity is essential. Individuals seeking personal advice will be encouraged to talk to their parents and to consult appropriate health professionals.

### **Conclusion**

The sex and relationships education programme of the school will meet the perceived needs of students and will be in line with government legislation. It will be reviewed on an annual basis.

***This policy has been assessed in terms of Equality Impact.***