

## **Sex and Relationships Education programme**

The sex and relationships education programme at Longbenton High School takes place in Personal and Social Development lessons in Key Stage 3 and Religious and Social Development sessions in Key Stage 4. The overall aim of sex and relationships education is to:

- Encourage students to see themselves as unique, precious and worthy of respect.
- Encourage students to set clear boundaries regarding relationships, including ensuring that students are well-informed on issues of consent, balance of power in relationships and child sexual exploitation.
- Give students practical advice on setting boundaries, staying safe and being happy in relationships.
- Promote commitment in relationships, including marriage.
- Equip students with the correct vocabulary and facts regarding relationships so that they can make informed, confident choices.

The programme is as follows:

### Year 7

- Using the right vocabulary – an age-appropriate look at words surrounding relationships, including what words relating to LGBT issues mean; the importance of setting boundaries in human relationships, including an age-appropriate introduction to terminology surrounding child sexual exploitation
- Valued people – friends and family
- Things which make a happy family (or close social group);
- Bullying (this is addressed as a separate module to the sex and relationships module but still has relevance to it)
- Bullying is also addressed within the Drama curriculum through the exploration of text stimuli in the autumn term
- Changes during puberty
- Personal hygiene
- Sex and fertility; pregnancy and inheritance in science
- Menstrual cycle in science
- PE cover issues regarding personal hygiene including the importance of changing for PE lessons

### Year 8

- Building self-esteem
- Dealing with criticism
- How to deal with changing friendships as we grow up
- Responding to peer pressure
- Responding to parents/carers
- Changes during puberty recap

### Year 9

- How to make good life choices (not just relating to sex and relationships)
- What makes a happy relationship
- How to have confidence when it comes to relationships, including how to set boundaries
- Sexually Transmitted Infections
- Contraception (contraception is not provided nor its use demonstrated to students)

### Year 10

- Types of family (e.g. nuclear family, reconstituted family)
- What it means to be a parent
- Changes in relationships during later teenage years, including pressures, having confidence and how to set boundaries; recap on issues of child sexual exploitation
- Sexuality, including LGBTQ+ issues and physical attraction
- Commitment and marriage
- Recap on STIs and contraception (contraception is not provided nor its use demonstrated to students)
- Sex, relationships and the media, including an age-appropriate discussion of pornography
- Sexual harassment
- Inherited diseases, the ethics of genetic testing, and the decisions parents can face during science lessons

### Year 11

- Attitudes to gender and sexuality, including in relationships and including balance of power
- Confidence building and vision setting for relationships (e.g. how students can pursue the happy relationships they want and never settle for 'second best' in anything)
- Brief recap on STIs and contraception
- Students studying GCSE Drama may address themes relating to sex and relationships when analysing set play texts

All sex and relationships lessons come with clear disclaimers about the correct and appropriate use of vocabulary from staff and students. Disclaimers are given before all lessons about teaching staff being unable to keep information shared by students confidential. Students are regularly informed of where they can receive extra confidential and non-confidential support, for example from ourselves, their form tutors, pastoral staff, their GP or suitable websites (for example the NHS). Students are informed that they do not have to remain in a classroom where anything is making them feel uncomfortable. Our previous School Nurse was involved in advising us on our sex and relationships curriculum and we have made sure that any new additions to the curriculum have been produced collaboratively and vetted by other teaching staff.

