



# **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>	2017
<b>RATIFIED:</b>	2017
<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.

## **What is sex and relationship education?**

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It 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.

It has three main elements:

- attitudes and values – learning the importance of values and individual conscience and moral considerations; – learning the value of family life and stable and loving relationships for the nurture of children; – learning the value of respect, love and care; – exploring, considering and understanding moral dilemmas; and – 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; and – 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.

## **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 and the responsibilities of parenthood.
- (6) To help pupils learn to respect themselves and other.
- (7) To provide students with the vocabulary and the means to communicate effectively about rights and responsibilities for their own bodies as well as equipping them with the vocabulary to form and maintain relationships.

### **Guidelines**

- (1) A number of subject areas will have a part to play in sex and relationships education, although the RSD, Science 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 allowing the young people to have regard to moral considerations and the value of family life. 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. Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum. In science, however, only the biological aspects of sexual behaviour can legally be dealt with. The school will make alternative arrangements in such cases using the DfE standard pack of information for parents who withdraw their children from sex and relationship education.
- (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, students and teachers are 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.
- (6) Teach about relationships, love and care and the responsibilities of parenthood as well as sex.
- (7) Teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood.
- (8) Knowledge of the different types of contraception, and of access to, and availability of contraception is a major part of the Government's strategy to reduce teenage pregnancy. Effective sex and relationship education in secondary schools has an important role to play in achieving this. The school will provide young people with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment.
- (9) Give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure.
- (10) Link sex and relationship education with issues of peer pressure and other risk taking behaviour, such as drugs, smoking and alcohol.
- (11) Ensure young people understand how the law applies to sexual relationships.
- (12) Some of our students will define themselves as lesbian, gay, bisexual or transgender (LGBT). Students may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with LGBT people. Our approach to sex and relationship education will include sensitive, honest and balanced consideration of sexuality.
- (13) Delivery of sex and relationship education is not the sole responsibility of the school. Elements of sex and relationship education are also provided by a range of people in the wider community including health professionals, social workers, youth workers, peer educators and visitors. People in the wider community have much to offer at all levels of planning and delivering sex and relationship education, bringing a new perspective and offering specialised knowledge, experience and resources. The school actively engage the input of such people.
- (14) It is a legal requirement that all schools have a SRE policy. This policy must be available to parents for inspection on request. The Governing Body is responsible for developing this policy taking into account the views of parents and the culture of the community that it serves.

## **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.

## **Review**

It will be reviewed every three years or more frequently if it needs to respond to local or national agendas.

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