



**Central Lancaster
High School**

Relationship and Sex Education Policy

Central Lancaster High School

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Relationship and Sex Education Policy

CENTRAL LANCASTER HIGH SCHOOL

Aims of Relationship and Sex Education at CLHS

Relationship and Sex education (RSE) is an integral part of our whole school Personal, Social, Health Education curriculum at Central Lancaster High School. Students study RSE throughout their time at Central, focussing on covering in a manner appropriate to their age and development.

The main aim of RSE is to equip young people with the information they need to develop healthy, constructive and nurturing relationships of all kinds including, friendships, romantic relationships and professional relationships. RSE at CLHS will enable pupils to identify the features of a healthy relationship as well as understand the qualities of a good friend, a good colleague and a successful and committed relationship. We aim to ensure that all young people are endowed with the knowledge of what is considered positive, acceptable behaviour within relationships as well as the ability to identify unhealthy abusive and unhealthy behaviours and the confidence to challenge or walk away from these relationships when they encounter them.

During their time at CLHS students will also study methods of contraception, consent, sexuality, gender, puberty, the law surrounding sex as well as the influence of pornography on young people's attitude toward sex. We believe that a positive understanding and attitude to the teaching of sex and relationship education increases pupils' sense of self-esteem and self-worth leading to a sense of empowerment as they enter develop and uphold relationships.

RSE is taught at Central Lancaster High School. Sexual matters are discussed openly, honestly and in an age-appropriate manner with the goal of properly informing students of the information needed to navigate the adult world as well as ensures that they fully understand the consequences of their actions.

We recognise a real need for providing Relationship and Sex Education in a gradual and positive manner. To cater for this need, we will establish a co-ordinated programme, which has specific and regular stages that are established within the curriculum as a whole. The aim of this programme will be to help pupils to make the right judgements and to take the right actions in the many and varied situations in which they may find themselves.

Objectives

At Central Lancaster High School our Relationships and Sex Education curriculum will:

- Provide clear progression from what is taught in primary school in Relationships Education, be age appropriate and fully inclusive.
- Enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.
- Teach the benefits of healthy relationships to their mental wellbeing and self-respect.

- Teach young people to understand human sexuality, to respect themselves and others and the reasons for delaying sexual activity.
- Be delivered in a non-judgmental, factual way and allow scope for young people to ask questions in a safe environment.
- Teach the facts and the law about sex, sexuality, sexual health and gender identity in an age appropriate and inclusive way.
- Recognise that whilst there will be a range of opinions regarding RSE, the starting principles will be the applicable of the law and school values.
- Equip pupils to make decisions for themselves about how to live their own lives, whilst respecting the right of others.
- Teach the rules and principles for keeping safe online and how and to whom to report issues.
- Ensure pupils understand the different risks associated with various types of sexual activity and understand how to engage in safe sexual activity by exploring a range of contraception.
- Develop pupils' understanding of the risks associated with of pornographic material.

The Programme

Relationship and Sex Education at Central Lancaster High School is incorporated into the PSHE curriculum and focusses on physical, moral and emotional development throughout their teen years into their adult life. Central to our RSE programme is the promotion of informative, healthy, inclusive and positive discussions surrounding sex and relationships. It is not about the promotion or condemnation of a particular sexual orientation or sexual activities.

It has three main elements:

1. Attitudes and values

- Respect for the dignity of every human being
- Learning the importance of values and individual conscience and freedom
- Understanding the features and value of healthy, positive, stable and loving friendships and romantic relationships.
- Understanding the nature of sexual diversity and promoting equality and tolerance of others who may be different to ourselves.

2. Personal and Social skills

- Reflecting on how to manage and regulate emotions successfully.
- Developing self-respect as well as empathy for others.
- Learning to make informed and healthy choices for oneself.
- Understanding the impact and consequences of personal actions and choices on one's own life and others.
- Communicating and resolving conflict in a constructive, respectful and assertive manner.
- Learning how to recognise and avoid unhealthy, exploitative and abusive relationships.
- Knowing where and how to seek help or advice for a variety of different RSE issues.

3. Knowledge and Understanding

- Learning and understanding the normal physical and emotional development during the teen to early adult years.
- Understanding the nature of human sexuality including puberty, reproduction, pregnancy, sexual health, emotional aspects of sexual activity and sexual relationships.
- Promoting an awareness of a variety of sexualities including LGBT+ relationships
- Understanding a range of contraceptive methods.
- Knowing how to access a range of local and national health advice, contraception and support services
- Reflecting on the laws and legal implications of underage or non-consensual sex.
- Understanding how to effectively avoid unplanned pregnancies and sexually transmitted infections.
- Understanding the emotional impact of pregnancy on a young person/couple's lives.

Delivery of the Programme

Relationship and Sex Education will be taught within the framework of Personal, Social, Health Education appropriate to the needs and maturity of the pupils in our care.

Community and Other Agency Involvement

Outside agencies are used to deliver aspects of the Relationship and Sex Programme. Students know which teachers are available to offer them RSE guidance within an educational context. All visiting RSE speakers will be made aware of the school policy for sex education. In dealing with individuals who have specific needs for advice, or information beyond the knowledge of their subject teachers or the maturity level of their peers, individual support can be offered via the appropriate avenue (e.g. Student Support, Head of Department or the School Nurse.) In sessions with visiting speakers, classroom teacher have the discretion to intervene to help individuals.

During and sometimes after sex education sessions individual pupils may speak in confidence to teachers but must be made aware of the teacher's primary duty of care and safeguarding. This means that a teacher may not be able to promise confidentiality. If a student wishes to speak confidentially, they should be directed to the School Nurse or other Health Service providers. Our school Nurse has a policy of confidentiality which the school respects. If matters of concern are mentioned, Health Service personnel will discuss these in the first instance with the Vice Principal (DSL). In all cases where a pupil is at risk of abuse the teacher/health service member will report directly to the Vice Principal (DSL) or designated person.

Discussion of issues related to health and sex education will be handled sensitively and all those involved are asked to follow the basic ground rules.

Where a pupil asks for, or is clearly in need of advice, staff should urge pupils to consult parents, another appropriate adult or seek professional help from GP and local health services. Teaching staff may refer a pupil to the school nurse or give details of the relevant local services but cannot give out individual specialist advice. The school nurse will uphold confidentiality on behalf of the student except in cases where the child is at risk of serious harm. Under these circumstances the school nurse has the right to report their concerns to the relevant agency which may or may not include the school.

Individual Needs

SEN: Pupils with special needs will be taught alongside their peers either in mixed ability form groups or in their curriculum groupings. Subject teachers will refer any pupil they feel is having difficulty with the basic understanding or with the social/moral aspects of sex education, to the Head of Department in the first instance who will seek the guidance of our SENCO and create an appropriate strategy to best help the student.

Gender: At Central we firmly believe that our students should learn about PSHE in a mixed gender setting. This is because it is vital that our pupils understand human sexuality and healthy relationships from the perspective of all genders and believe that mixed gender settings promote a culture of open, honest discussions about RSE. We also recognise that not all pupils identify as the gender assigned at birth and may be uncomfortable in a single sex setting.

LGBT Inclusivity: At Central Lancaster High School we are proud to be an LGBT inclusive school. This extends beyond the culture of acceptance for our LGBT students and also filters into our curriculum. Within RSE students study *Sexuality and Gender* in Year 8 where they learn about different sexual attractions, transgender identities, LGBT rights around the world and the effects of homophobia, biphobia and transphobia. Throughout their RSE curriculum LGBT relationships are referred to and included in the learning. We choose to teach sex and relationships education in an inclusive manner and don't deliver the learning in a solely heteronormative manner. This means we cover questions that our LGBT students may have regarding their own sexuality as well. We also support students who identify as transgender or gender non-conforming to have their input into how they wish to learn about the physical aspects of RSE so as to best meet their individual needs.

Sensitive Topics

The Governors support staff in presenting a range of views on sensitive issues such as divorce, abortion, homosexuality and teenage pregnancy in an age appropriate manner.

Legal Requirements

The Relationships Education, Relationships and Sex Education and Health Education

(England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. RSE involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity through a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

Working with Parents and Governors

Working with Parents and Governors support is integral to the success of our RSE curriculum. While we have an educational and legal obligation to provide young people with Relationships & Sex Education we respect the primary role of the parents in educating their children about these matters. Our RSE programme is outlined in our website curriculum area and parents are very welcome to explore our RSE curriculum further by requesting to view the teaching materials.

From September 2020 the Sex and Relationships curriculum became a compulsory subject and as a result this limited the parental right to withdraw their child from sex and relationship lessons. According to the DfE guidance, a child may only be withdrawn from RSE topics that are **NOT** covered on the National Curriculum for Science. This means it is only possible for children to be withdrawn from specific sections of the programme only.

Any parent wishing to exercise this right should in the first instance contact Rachel Carr, Head of Personal and Social Development at Central Lancaster High School (Rachel.carr@lancasterhigh.lancs.sch.uk) where the parent will be invited to a meeting to discuss the concerns and reassure the parents of the health and educational benefits of RSE. In most cases this resolves any concerns, but should parents still wish to withdraw their child from RSE then a request should be made in writing to the Principal. There may be exceptional circumstances where the Principal may want to take a pupil's specific needs arising from their SEND into account when making this decision. All relevant staff will be made aware when a child is withdrawn from the specific topics and a record kept on the child's personal file. Full details of the right to withdraw can be found on the DfE website.

The policy and curriculum is designed with the Governors. Governors will ensure the RSE meets statutory requirements, is well led, inclusive and that pupils meet expected standards.

Summary

As an inclusive community secondary school our PSHE and RSE curriculum aims to meet the specific needs of each of the pupils we teach. Through honest, open and informative discussions about relevant and contemporary issues we aim to prepare our learners with the skills needed to act in a way that is safe and demonstrates a respect for not only their life, but the lives of others.