

LIPA  
**SIXTH FORM**  
COLLEGE

**Sex & Relationships Policy**

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**Document Version History**

<b>Version</b>	<b>Date</b>	<b>Ref</b>	<b>Change Summary</b>
1.0	August 2018		New Policy.

# **Sex & Relationships Policy**

## **1 Aims**

The aims of sex and relationship education (SRE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for adulthood, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

## **2 Statutory requirements**

Academies do not have to follow the National Curriculum and as such, are not obliged to teach SRE.

If academies do teach SRE, they are required by their funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At LIPA Sixth form College, we teach SRE as set out in this policy.

## **3 Definition**

SRE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

**SRE is not about the promotion of sexual activity.**

## **4 Delivery of SRE**

Students also receive stand-alone sex education sessions delivered by a trained health professional/organisation.

Across our college, students will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

## **5 Roles and Responsibilities**

### **5.1 The Governing Board**

The governing board has delegated the approval of this policy to The LSFC Director.

### **5.2 The LSFC Director**

The Director is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw students from components of SRE (see section 7).

### **5.3 Staff**

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the director.

### **5.4 Students**

Students are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

## **6 Parents' right to withdraw**

Parents' have the right to withdraw their children from the components of SRE. Requests for withdrawal should be put in writing and addressed to the director. A copy of withdrawal requests will be placed in the pupil's educational record. The director will discuss the request with parents and take appropriate action.

## **7 Monitoring arrangements**

The delivery of SRE is monitored by Victoria Smith, Learner Progress and Safeguarding Manager.