Slough and Eton Church of England Business and Enterprise College

Relationships and Sex Education Policy

Owner:	Mrs Catherine Goodyear
Ratified by Governing Body:	*James RdS Scragg*
Date Ratified:	November 2021
Date Policy to be reviewed:	Autumn 2022 Subject to relevant legislation

Contents

1. Aims

Slough & Eton Church of England Business & Enterprise College takes its responsibility to provide relevant, effective and responsible relationships and sex education (RSE) to all its students as part of the school's personal, social, health and economic education (PSHE) curriculum very seriously. We are sensitive to the needs of our students, parents and to the Christian ethos of our school as well as statutory requirements. Parents are given the opportunity to discuss this policy at parents' evenings, and teaching and non-teaching staff are invited to discuss it during training sessions. The policy is reviewed and approved by the governing body annually.

The aims of RSE at our school are to:

> Provide a framework in which sensitive discussions can take place.

> Prepare students for puberty 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

As a secondary academy school we must provide RSE to all students as per section 34 of the Children and Social work act 2017. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Slough & Eton Church of England Business & Enterprise College we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.

2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations.

3. Parent/stakeholder consultation – parents and any interested parties were invited to contribute and offer feedback at consultation events at parents' evenings and through a link on the school website.

4. Student consultation – we investigated what exactly students want from their RSE.

5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information

and exploring issues and values. RSE is not about the promotion of sexual activity. The aim of this policy is to ensure that the right provision is in place so that students may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, students and staff, considering the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online or from untrusted sources.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

The RSE curriculum also aims to raise students' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. We hope to teach students to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our students to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

> Families.

> Respectful relationships, including friendships.

> Online and media.

> Being safe.

> Intimate and sexual relationships, including sexual health.

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. We also teach students to reflect sensitively that some children may have a different structure of support around them, for example: looked after children or young carers.

Students with special educational needs

Slough & Eton Church of England Business & Enterprise College works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of students of all ranges of abilities. Staff provide scaffolded activities to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE. Additional support may also be provided by the SENDCo and SEND Hub team as required using our collective professional judgement.

7. Roles and responsibilities

7.1 The Governing Body

The governing board will approve the RSE policy and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

> Delivering RSE in a sensitive way.

> Modelling positive attitudes to RSE.

> Monitoring progress.

> Responding to the needs of individual students.

> Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher. Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the PSHE coordinator Ms Ranu. The teaching staff responsible for the delivery of RSE at Slough & Eton are Ms Ranu, Mr Bhatti and Mrs S Khan.

7.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Student views on the curriculum and delivery methods will be obtained termly during the first year of this policy implementation.

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher or a designated member of SLT will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Ms Ranu, PSHE Coordinator through:

- planning and book scrutinies.

- learning walks.

- student voice and feedback.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

| Mental Health & Wellbeing |
| Healthy Relationships (RSE) |
| Living in the Wider World |

Key Stage 3

		Year 7		Year 8		Year 9
Autumn 1 Mental Health & Wellbeing		How do I settle into a secondary school successfully? Transition and safety - Transition to secondary school - Establish and manage friendships - Personal safety in and outside school e.g. including first aid *European Day of Languages*		What are effects of drugs and alcohol? Drugs and alcohol - Alcohol and drug misuse - Tobacco, nicotine and e-cigarettes - Influences and pressures - Promote positive social normal and attitudes		What are the negative impacts of peer pressure? Peer influence, substance use and gangs - Healthy and unhealthy friendships - Assertiveness, passive and aggressive behaviours - Risks of substance misuse, carrying a knife and gang exploitation

Autumn 2 **Healthy relationships**		**Why is diversity important in the UK and how does it affect me?** **Diversity** - Identity, British values & personal values - Diversity - Prejudice, stereotypes and discrimination - Bullying		**How can I develop my skills and aspirations for the future?** **Community and careers** - Equality of opportunity in careers and life choices - Challenge and stereotypes of work and pay - Different types and patterns of work		**How to maintain and manage positive relationships and conflict resolution strategies** **Respectful relationships** - Families and parenting - Healthy relationships - Conflict resolution and relationship changes e.g. divorce
Spring 1 **Living in the wider world**		**What are my skills and aspirations?** **Developing skills and aspirations** - Importance of teamwork - Raising aspirations - Careers - Enterprise skills		**Understanding the importance of Identity and positive behaviours in healthy relationships** **Identity and relationships** - Gender identity - Sexual orientation - Consent and 'sexting' - Introduction to contraception		**What strengths, career options and goals should I set as part of my GCSE options?** **Setting goals** - Learning strengths - Career options - Goal setting as part of the GCSE options process
Spring 2 **Mental Health & Wellbeing**		**How to make good healthy life choices** **Health and puberty** - Healthy routines e.g. sleep - Influences on health - Puberty - Unwanted contact		**What is emotional wellbeing and its importance?** **Emotional wellbeing** - Mental health and emotional wellbeing - Unhealthy coping strategies - body image, self-harm, eating disorder - Digital resilience		**How to maintain a healthy lifestyle** **Healthy lifestyle** - Diet - Exercise - Lifestyle balance - Healthy choices - First aid

Summer 1 Healthy Relationships		The importance of building positive relationships Building relationships - Self-worth - Family - Friends - Romance and friendships (including online) - Relationship boundaries		What are the different forms of discrimination and how does it impact society? Discrimination - How to manage beliefs and decisions - Develop self-worth and confidence - Recognise and challenge discrimination in all its forms, including: racism, religious discrimination, disability, gender identity and gender-based discrimination, sexism, homophobia, biphobia and transphobia		(Introductions to RSE) What is an intimate relationship and its impact? Intimate relationships - Relationships - FGM - Sex education including consent, contraception, the risks of STIs, and attitudes to pornography - Consequences of pregnancy
Summer 2 Living in the wider world		Understanding money management Financial decision making - Saving - Borrowing - Budgeting - Making financial choices		How to be safe in the digital world Digital literacy - Online safety (grooming) and digital literacy - Media reliability - Different social media and responsibility - Gambling		How can I develop my employability skills? Employability and online presence - Employment rights and responsibilities - Skills for work - Give and act on constructive feedback

Key Stage 4

		Year 10		Year 11
Autumn 1 Mental Health & Wellbeing		How to maintain positive mental health and the coping with negativity Mental health - Managing challenges during adolescence, safeguarding health, including during periods of transition or change - Mental health and mental illness - Challenging stigma, stereotypes and misinformation - Support and treatment		Managing a positive mental health during my GCSEs Building for the future - Self-efficacy including motivation and resilience - Stress management including healthy sleep habits, balance time - Future opportunities
Autumn 2 Living in the wider world		How can making important financial decisions impact my future? Financial decision making - The impact of financial decisions - Preventing and managing debt - Gambling and gambling influences online - Impact of advertising on financial choices - Fraud	Healthy Relation -ships	Why is effective communication in relationships so important? Communication in relationships - Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse - Core values and emotions - Unwanted attention, harassment and stalking
Spring 1		How does society influence my views on a healthy relationship (CSE)?		What steps do I need to take for an effective work/life balance?

Healthy Relationships		**Healthy relationships** - Relationships and sex expectations - Myths, misconceptions and social norms about sex, gender and relationships - Risks of online dating - Impact of the media and pornography - Consent, pressure and exploitation - Victim blaming - Asexuality, abstinence and celibacy	Living in the wider world	**Next steps** - Skills for further education, e.g. effective revision techniques - Application processes, including CV writing, personal statements, interview techniques - Employment and career progression, e.g. responsibilities and challenges in a P/T job whilst studying
Spring 2 Living in the wider world		How do I prepare myself for work experience? **Work experience** - Responsibilities and expectations in the workplace - How to overcome challenges or adversity - Preparation for and evaluation of work experience and readiness for work		As an independent and responsible young adult, how can I take care of myself? **Independence** - Responsible health choices, and safety in independent contexts: - Emergency first aid skills - Screening and self-examination - Links between lifestyle and cancer - Vaccination and immunisation - Sexual health, blood, stem and organ donation

Summer 1		How does society influence and impact my behaviour and thinking?		Understanding the different types of families and communities in British society today
Mental Health & Wellbeing		**Exploring influence**		**Families**
		- The influence and impact of drugs, gangs, role models and the media		- Different families and parental responsibilities
		- Decision making		- FGM
		- Peer pressure		- Changing relationships e.g. bereavement
		- Substance abuse and addiction		- Pregnancy, birth and miscarriage
		- How to keep self and others safe in situations		- Marriage, forced marriage and 'honour based' violence

Appendix 2: Statutory requirements - By the end of primary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2: Statutory requirements - By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	STUDENTS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Year/House	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Signed & date	