

Slough and Eton Church of England Business and Enterprise College



Relationships and Sex Education Policy

Owner:	Mrs Catherine Goodyear
Ratified by Governing Body:	<i>James M. Scragg</i>
Date Ratified:	November 2023
Date Policy to be reviewed:	Autumn 2024 Subject to relevant legislation

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Appendix 1: Curriculum map	Error! Bookmark not defined.

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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 Lombard, 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.



Slough and Eton Relationship and Sex Education Programme-23-24

THE AIM OF RELATIONSHIP AND SEX EDUCATION

The aim of Relationship and Sex education is to provide balanced factual and age-appropriate information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our Relationship and Sex Education programme aims to prepare students for an adult life in which they can:

develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want

- understand what consent means and factors which influence one’s ability to consent
 - understand the consequences of their actions and behave responsibly within sexual relationships
 - avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
 - communicate effectively by developing appropriate terminology for sex and relationship issues
 - develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice and promote equality and diversity
 - understand the arguments for delaying sexual activity
 - understand the reasons for having protected sex
 - have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV
 - be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships, consent and sexual harassment

LINKS WITH OTHER POLICIES	Statutory Provision in the National Curriculum	PROVISION ACROSS THE CURRICULUM	
<ul style="list-style-type: none"> • Equality • Anti-bullying • Child-rotection • Behaviour • E- Safety 	<p>All students must study sex education within the KS3 and KS4 Science curricula. Key Stage 3</p> <ul style="list-style-type: none"> • reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta • reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms <p>Key Stage 4</p> <ul style="list-style-type: none"> • communicable diseases including sexually transmitted infections in humans (including HIV/AIDs) • reducing and preventing the spread of infectious diseases in animals and plants • principles of hormonal coordination and control in humans • hormones in human reproduction, hormonal and non-hormonal methods of contraception 	<p>Key Stage 3</p> <ul style="list-style-type: none"> • Confidence and self-esteem. • Mental wellbeing • Resilience • The risks related to unprotected sex. • Features of positive and stable relationships. • Marriage, civil partnerships and family life. • The arguments for delaying sexual activity and resisting pressure. • Gender identity and sexual orientation. • Diversity in sexual attraction. • How the law applies to sexual relationships. 	<p>Key Stage 4</p> <ul style="list-style-type: none"> • Confidence and self-esteem. • Mental wellbeing • Resilience • Keeping safe online • The benefits of positive, strong, supportive, equal relationships. • Living together, marriage and civil partnerships. • Implications of young parenthood and parenting skills. • Managing changes in personal relationships. • Domestic abuse. • How to access organisations for support and advice. • Diversity in sexual attraction and developing sexuality. • Recognising the impact of drugs and alcohol on choices and sexual behaviour. • Assessing the correct use of contraception. • Abortion. • Assessing the readiness for sex. • Consent

		<ul style="list-style-type: none"> • ICT – safe management of own and other’s personal images. • Keeping safe online • The link between sex and other risk-taking behaviour including substance use. • Managing feelings • Same sex relationships • Female genital mutilation 	<ul style="list-style-type: none"> • Positive relationships
Character Education elements			
SMSC British Values Equality Act	Attitudes and Values	• Personal and Social Skills	Knowledge and understanding
	<ul style="list-style-type: none"> • learning the importance of values, individual conscience and moral choices; • learning the value of family life, stable and loving relationships, and marriage; • learning about the nurture of children; and the roles and responsibilities of parents • learning the value of respect, love and care; • exploring, considering and understanding moral dilemmas; • developing critical thinking as part of decision-making • challenging myths, misconceptions and false assumptions about normal behaviour 	<ul style="list-style-type: none"> • learning to manage emotions and relationships confidently and sensitively; • developing self-respect and empathy for others; • learning to make choices with an absence of prejudice; • developing an appreciation of the consequences of choices made; • managing conflict; • empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter) 	<ul style="list-style-type: none"> • 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 advice, contraception and support services; • learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; • the avoidance of unplanned pregnancy

KS5	Slough and Eton Relationship and Sex Education Programme-23-24 Work Hard, Be Nice, No Excuses “I have come in order that you might have life - life in all its fullness”		
Year 12-13	At KS5 we focus on:		
<ul style="list-style-type: none"> • how to develop and maintain a variety of healthy relationships within a range of social/cultural/educational and employment contexts and to develop parenting skills • how to recognise and manage emotions within a range of relationships • how to manage risky or unhealthy/negative relationships, including all forms of harassment and abuse (including online) • the concept of consent in a variety of contexts • respecting equality and being a productive member of a diverse community • how to identify and access appropriate advice and support in new locations or communities 			
Year 12		Students have the opportunity to reinforce or extend their learning to be able to:	Students have the opportunity to reinforce or extend their learning to be able to:
	Spring 1	<ul style="list-style-type: none"> • develop and maintain healthy relationships; differentiate between ‘love’ and ‘lust’; understand what it means to be ‘in love’ • accept and use positive encouragement and constructive feedback recognise and manage negative influence, manipulation and persuasion in a variety of contexts • manage the ending of relationships safely and respectfully • recognise, manage and escape from different forms of physical and emotional abuse • how and where to get support; • how to support others they care about to manage and escape from abuse 	<ul style="list-style-type: none"> • understand and value the concept and qualities of consent in relationships • understand the moral and legal responsibility borne by the seeker of consent, and the importance of respecting and protecting people’s right to give, not give, or withdraw their consent • understand and appreciate the legal consequences of failing to respect others’ right to not give or to withdraw consent • seek redress if their consent has not been respected; how to recognise and seek help in the case of sexual exploitation, assault or rape • appreciate the ways different cultures and faiths view relationships, respecting others’ right to hold their own views

<p>Year 13</p>	<p>Spring 1</p>	<ul style="list-style-type: none"> • recognise and use language and strategies in order to manage pressure in a variety of forms and contexts • manage issues of harassment (including online) and stalking; understand their rights and access support • understand and appreciate the advantages of delaying parenthood; understand the potential consequences of an unintended pregnancy and early parenthood on their lifestyle and future career aspirations • recognise and use language and strategies in order to manage pressure in a variety of forms and contexts • manage issues of harassment (including online) and stalking; understand their rights and access support 	<p>Summer 1</p>	<ul style="list-style-type: none"> • understand and appreciate the advantages of delaying parenthood; understand the potential consequences of an unintended pregnancy and early parenthood on their lifestyle and future career aspirations negotiate and if necessary, assert the use of contraception with a sexual partner • understand the advantages and disadvantages of different methods of contraception, including which will and will not protect from STIs; manage the use of contraception, including how and where to access it
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Delivery of lessons are timetabled once a week for Year 12 and Year 13
 S&E use specialist agencies which are quality assured to deliver some of the topics (Internet safety)

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	