



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-protection • 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 style="text-align: center;">Key Stage 4</p> <ul style="list-style-type: none"> • communicable diseases including sexually transmitted infections in humans (including HIV/AIDs) <ul style="list-style-type: none"> • 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. • 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 	<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 • Positive relationships
Character Education elements			
<p>SMSC British Values Equality Act</p>	<p>Attitudes and Values</p> <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 	<p>Personal and Social Skills</p> <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) 	<p>Knowledge and understanding</p> <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 sexual health 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

