THE AIM OF RELATIONSHIP AND SEX EDUCATION

The Aim

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

- Equality
- Anti-bullying
- Child Protection
- Behaviour
- E- Safety

Statutory Provision in the National Curriculum

All students must study sex education within the KS3 and KS4 Science curricula. Key Stage 3

- 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

Key Stage 4

- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- reducing and preventing the spread of infectious diseases in animals and plans
- principles of hormonal coordination and control in humans
- hormones in human reproduction, hormonal and non-hormonal methods of contraception

PROVISION ACROSS THE CURRICULUM

Key Stage 3

- 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

Key Stage 4

- 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

SMSC
British Values
Equality Act

Attitudes and Values

- 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;

Personal and Social Skills

- 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)

Knowledge and Understanding

- 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

Slough and Eton Relationship and Sex Education Programme-24-25

Work Hard, Be Nice, No Excuses — **"I have come in order that you might have life - life in all its fullness"**

Year	Term	Topic	Students will learn	Summer 1	Topic focus	Students will learn
Year 7	**Spring 1**	**Diversity** Diversity, prejudice, and bullying about identity, rights and responsibilities	• about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online • how to support others	**Summer 1**	**Building relationships** Self-worth, romance and friendships (including online) and relationship boundaries	• how to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate Consent
Year 8	**Spring 1**	**Identity and relationships** Gender identity, sexual orientation, consent, 'sexting'	• how to manage influences on beliefs and decisions • about group-think and persuasion • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • how to recognise and challenge homophobia and biphobia	**Summer 1**	**Identity and relationships** Gender identity, sexual orientation, consent, 'sexting	• the qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • about gender identity and sexual orientation • about forming new partnerships and developing relationships • about the law in relation to consent • that the legal and moral duty is with the seeker of consent • how to effectively communicate about consent in relationships • about the risks of 'sexting' and how to manage requests or • pressure to send an image
Year 9	**Spring 1**	**Respectful relationships** Families and parenting, healthy relationships, conflict resolution, and relationship changes	• about different types of families and parenting, including single • parents, same sex parents, blended families, adoption and fostering • about positive relationships in the home and ways to reduce homelessness amongst young people • about conflict and its causes in different contexts, e.g. with family and friends • conflict resolution strategies • how to manage relationship and family changes, including relationship breakdown, separation and divorce • how to access support services	**Summer 1**	**Intimate relationships** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	• about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex • about myths and misconceptions relating to consent • about the continuous right to withdraw consent and capacity to consent • about STIs, effective use of condoms and negotiating safer sex • about the consequences of unprotected sex, including pregnancy • how the portrayal of relationships in the media and pornography might affect expectations • how to assess and manage risks of sending, sharing or passing on sexual images • how to secure personal information online
Year 10	**Spring 1**	**Healthy relationships** Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	• values and the role of pleasure in relationships • about myths, assumptions, misconceptions and social norms about sex, gender and relationships • about the opportunities and risks of forming and conducting relationships online • how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours	**Summer 1**	**Addressing extremism and Radicalisation** Communities, belonging and challenging extremism	• about communities, inclusion, respect and belonging • about the Equality Act, diversity and values • about how social media may distort, mis-represent or target information in order to influence beliefs and opinions • how to manage conflicting views and misleading information • how to safely challenge discrimination, including online • how to recognise and respond to extremism and radicalisation
Year 11	**Spring 1**	**Communication in relationships** Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	• about core values and emotions • about gender identity, gender expression and sexual orientation • how to communicate assertively • how to communicate wants and needs • how to handle unwanted attention, including online • how to challenge harassment and stalking, including online	**Summer 1**	**Families** Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationship	• about different types of families and changing family structures • how to evaluate readiness for parenthood and positive • parenting qualities • about fertility, including how it varies and changes • about pregnancy, birth and miscarriage • about unplanned pregnancy options, including abortion • about adoption and fostering • how to manage change, loss, grief and bereavement

KS5	Slough and Eton Relationship and Sex Education Programme-24-25 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:*

- 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	**Spring 1**	**Students have the opportunity to reinforce or extend their learning to be able to:** 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	**Summer 1**	**Students have the opportunity to reinforce or extend their learning to be able to:** • 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
Year 13	**Spring 1**	• 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	**Summer 1**	• 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