



Etone College

Etone College

Sex & Relationships Guidance

Date: February 2020

Review date: February 2021

1. AIMS

1.1 The aims of this policy are to provide a working document of clear guidance to Governors, staff, parents/carers and pupils on the delivery of sex and relationships education (SRE) at Etone College and to ensure pupils learn about:

- Different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers, marriage or other types of committed relationship
- How to recognise, understand and build healthy, nurturing relationships including self-respect, and respect for others, commitment, tolerance, boundaries and consent, how to manage conflict, and also how to recognise unhealthy relationships
- How relationships may affect health and well-being, including mental health
- Health relationships and safety online
- Factual knowledge and the law around sex, sexual health and sexual orientation, gender identity, set firmly within the context of relationships
- Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour
- Female Genital Mutilation (FGM), so-called honour based violence and forced marriage

1.2 Internet safety and the rules and principles for keeping safe online will be taught throughout all aspects of SRE.

The aims above are in line with the core expectation that we promote to all pupils:

- Maintain a positive attitude
- Show respect for all and display high levels of commitment to being the best you can be
- To encourage and promote our 'telling school' ethos

1.3 The content will be taught in an age appropriate and developmentally appropriate way. Topics will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

1.4 Teaching will build on the knowledge acquired at primary school and develop pupils' further understanding of health, with an increased focus on risk area such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

1.5 Menstruation – Pupils will be taught key facts about the menstrual cycle. In addition to curriculum content, adequate arrangements will be made to help girls prepare for and manage menstruation, including request for menstrual products.

1.6 Teaching about mental well-being is central and the content delivered will give pupils the knowledge and capability to take care of themselves and receive support if problems arise.

1.7 The content will support the wider work of school in helping to foster pupil well-being and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.

2. INTRODUCTION

2.1 Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly both on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

3. STATUTORY REQUIREMENTS

3.1 The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017. Relationships Education is compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools. Health Education compulsory in all state-funded schools.

4. DEFINITION

4.1 SRE is about the emotional, social and cultural development of pupils, 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

5. DELIVERY OF PROGRAMME

5.1 At Etone College, we acknowledge that high quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting their spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

5.2 SRE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement and be supported by the school's wider policies on behaviour, inclusion, respect for equality and diversity, SEND, E-Safety, Anti-bullying and Safeguarding.

5.3 SRE is taught within the schools 'Learning for Life' curriculum. Biological aspects of SRE are taught within the Science curriculum.

Science, computing, and physical education will also complement some of the topics covered in Relationship Education, SRE and Health Education.

5.4 Across both key stages, pupils will be supported in 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

Anatomical terms and language will be used when teaching SRE.

6. EQUALITY OF OPPORTUNITY

6.1 We will use SRE education as a way to address diversity issues and to ensure equality for all be addressing contextual issues.

6.2 SRE delivery is designed to comply with the Equality Act 2010 and will include LGBTQ+ content in the programme. This will include talking about LGBTQ+ families and teaching about sexual orientation and gender identity.

6.3 The religious background of all pupils will be taken into account when planning teaching, and will comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

6.4 Teaching will reflect the law (inclusive of the Equality Act 2010), as it applies to relationships and so that pupils clearly understand what the law allows and does not allow, and the wider legal implications of decisions they make.

6.5 Under the Equality Act 2010, the school will not lawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnerships or sexual orientation.

7. PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

7.1 Relationships Education, SRE and Health education will be accessible for all pupils.

High quality teaching is differentiated and personalised. This is the starting point to ensure accessibility for all pupils.

The school will also be mindful of the preparing of adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

7.2 The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils. For example, pupils with Social, Emotional and Mental Health Needs or

learning disabilities. For some pupils there may be a need to tailor content and teaching to meet specific needs of children at different developmental stages.

8. PARENTS/CARERS RIGHT TO WITHDRAW

8.1 Parents/Carers have the right to withdraw their child from the non-statutory components of SRE (intimate and sexual relationships, including sexual health), up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. Parents/Carers cannot withdraw their child from Relationships or Health Education.

8.2 Parents/Carers can identify when SRE is being covered by referring to the 'Learning for Life' curriculum overview on the school website.

8.3 Requests for withdrawal should be made in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed onto pupil file. The Headteacher will discuss the request with parents/carers and take appropriate action. Appropriate alternative work will be given to pupils who are withdrawn from SRE.

There is no right to withdraw from Relationships or Health Education

9. WORKING WITH EXTERNAL AGENCIES

9.1 To support and enhance the delivery of SRE, Etone College works with external partners to draw on specialist knowledge and implement different ways of engaging with young people.

9.2 Where external agencies are used, the school will ensure the necessary checks are completed of the visiting organisation and any visitors linked to the agency.

9.3 The school will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery will be approved by the school prior to the session taking place.

9.4 The school will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the school's Safeguarding Policy.

10. SAFEGUARDING, REPORTS OF ABUSE AND CONFIDENTIALITY

10.1 The school recognises that at the heart of SRE, the focus is on keeping children safe, whilst acknowledging the significant role that schools have in preventative education.

10.2 We will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns, make a report and how a report will be handled. This also includes processes when they have concerns of a peer or a friend.

10.3 In line with the document Keeping Children Safe in Education 2019 (KCSiE 2019), all staff are aware of what to do if a pupil tells them they are being abused or neglected. Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and Children's Services.

10.4 A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of this child.

11. MONITORING & EVALUATION

11.1 The delivery of SRE is monitored by the school's Leadership team and Heads of House, through the schools monitoring programme of curriculum reviews, learning walks, lesson observations and pupil voice.

11.2 Pupils development in SRE is monitored by pupil surveys, self-evaluations, pop quizzes, written work and discussions.

SRE is not formally assessed.

12. INFORMING & INVOLVING PARENTS/CARERS, STAFF & PUPILS

12.1 Parents/Carers are the primary educators of their children and their role of education concerning relationships and sexuality is seen by the school as very important.

12.2 A copy of this policy will be made available on the school's website as well as an overview of topics covered in each year group.

12.3 Pupil views are gathered through school surveys and various committees (for example, School Council) that the school operates, therefore identifying needs.

12.4 All staff play an important role in supporting the delivery and review of SRE.