



ST JAMES
Senior Girls' School

Relationships and Sex Education Policy

St James Senior Girls' School

Updated in January 2024

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1. Introduction and guiding principles

- 1.1. This policy has been written by the DSL, in consultation with the Headteacher, Head of PSHE, School Nurse and SENDCO. Parents are given the opportunity to discuss this policy at parental seminars, and staff are invited to discuss it during training sessions. Pupils are consulted on the content of our RSE topics and their delivery, and their feedback is used to review and tailor the RSE programme outlined within the policy. The policy is reviewed and approved by the governing body annually.
- 1.2. This policy covers the School's approach to providing Relationship and Sex Education (RSE) for all pupils at the school. While the School has always taught elements of RSE within the Character Education Curriculum (PSHE and philosophy lessons), since September 2020 the law now requires that all pupils in secondary education be taught RSE (The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017).
- 1.3. The policy should be read in conjunction with the following policies:
 - 1.3.1. Safeguarding and Child Protection Policy
 - 1.3.2. PSHE (Personal, Social, Health and Economic) and SMSC (Spiritual, Moral, Social and Cultural) Policy
 - 1.3.3. Mental Health Policy
 - 1.3.4. Anti-Bullying Policy
 - 1.3.5. Behaviour, Rewards and Discipline Policy
 - 1.3.6. Visiting Speakers' Policy
 - 1.3.7. First Aid Policy
 - 1.3.8. Accessibility Policy
 - 1.3.9. Special Educational Needs and Learning Difficulties Policy
 - 1.3.10. Disability Policy
- 1.4. The St James Schools' RSE curriculum is based upon the following principles:
 - 1.4.1. Creation is an expression of unity; Unity manifests itself as diversity.
 - 1.4.2. All human beings are of the same essence; and their similarities and diversities are to be respected and valued.
 - 1.4.3. Love is intrinsic to our human nature and is the basis of all positive relationships.

- 1.4.4. Self-awareness, self-worth and self-respect are fundamental to good relationships.
- 1.4.5. Relationships flourish when there is mutual trust, honesty, respect, true communication and commitment.
- 1.4.6. Committed relationships, including marriage and civil partnerships, are essential to the wellbeing of families and society as a whole.

1.5. Regulatory framework

1.5.1. This RSE policy has been prepared to meet the School's responsibilities under:

- 1.5.1.1. Education (Independent School Standards) Regulations 2014
- 1.5.1.2. Education and Skills Act 2008
- 1.5.1.3. Education Act 2002
- 1.5.1.4. Equality Act 2010
- 1.5.1.5. Children and Families Act 2014
- 1.5.1.6. Children and Social Work Act 2017
- 1.5.1.7. Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

1.6. This policy has regard to the following guidance and advice:

- 1.6.1. [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) (DfE, September 2021)
- 1.6.2. [Keeping children safe in education](#) (DfE, September 2023) (**KCSIE**)
- 1.6.3. [Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children](#) (DfE, July 2018, updated July 2022)
- 1.6.4. [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (DfE, December 2020)
- 1.6.5. [Behaviour in schools: advice for headteachers and staff 2022](#) (DfE, September 2022)
- 1.6.6. [Respectful school communities: self-review and signposting tool](#) (DfE)
- 1.6.7. [Tom Bennett independent review of behaviour in schools](#) (March 2017)
- 1.6.8. [Relationships education, relationships and sex education and health education FAQs](#) (DfE, July 2020), the Government response to draft *Relationships education and relationships and*

sex education (RSE) and health education guidance)

- 1.6.9. [Relationships, sex and health education: guide for schools](#) (DfE, June 2019), DfE guide for parents that schools can use to communicate about teaching relationships and health education
 - 1.6.10. [Plan your relationships sex and health curriculum](#) (DfE, February 2022)
 - 1.6.11. [Teaching about relationships, sex-and health](#) (DfE, March 2021)
 - 1.6.12. [Review of sexual abuse in schools and colleges](#) (Ofsted, June 2021)
 - 1.6.13. [Political impartiality in schools](#) (DfE, February 2022)
- 1.7. Definition of Relationships and sex education.
- 1.7.1. Relationships and sex education for secondary education is part of the PSHE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnerships and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing as well as signposting sources of support for those pupils who have any concerns about relationships. The education provided is fully inclusive and developed to be age and stage of development appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs, needs and vulnerabilities of pupils with the aim of providing pupils with the knowledge they need.
 - 1.7.2. Sex education, as part of relationships and sex education in secondary schools, also includes the teaching about intimate and sexual relationships, including sexual health, healthy sexual relationships and mutual respect, personal privacy and gender stereotypes. It also includes what the law says about sex, relationships, consent and young people, as well as pornography, broader safeguarding issues and using technology.

2. Rationale and ethos

- 2.1 Relationships and Sex Education (RSE) comprises a vital and important part of our pupils' on-going physical, moral and emotional development. It is about teaching what it is to be in a caring, stable and mutually supportive relationship with another person. We focus on what is acceptable and unacceptable behaviour in relationships to help students understand the positive effects that good relationships have on their mental wellbeing. Our RSE outlines the importance of positive and healthy relationships for family life and the raising of children, as well as highlighting the role of marriage and other stable relationships as building blocks for community and society.
- 2.2 It is also about teaching sex, sexuality and sexual health related matters, fostering the values of love, honesty, openness and equality. By providing a comprehensive RSE programme we are not encouraging pupils to become sexually active at a young age. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge to keep themselves safe and to make informed decisions and responsible choices as they grow up.

- 2.3 St James is not a denominational school but provides spiritual enrichment by drawing on the wisdom from our world traditions. Some aspects of RSE are included in our philosophy course which aims to teach our pupils to learn how to live in harmony with others, to grow in their ability and capacity to serve society at large and to strengthen their ability to make wise choices in order to live well and be happy. Our pupils are encouraged to enquire into the great questions of human existence and apply their intelligence to the deeper meanings of the teachings of some of our wisdom traditions in the light of their own experience.
- 2.4 As part of the wider Character Education curriculum, our RSE programme intended outcomes for pupils are:
- 2.4.1 To raise self-esteem and confidence and develop the 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.
 - 2.4.2 To create a culture of acceptance of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.
 - 2.4.3 For them to lead a healthy and safe lifestyle
 - 2.4.4 To care for and respect their bodies and others
 - 2.4.5 To equip them with the tools that will enable them to seek information or support, should they need it, both during their school years and after.

3. Roles and Responsibilities

3.1 Governors and senior leaders

- 3.1.1 The ultimate responsibility for the RSE policy lies with the board of governors. The governors and senior leaders will develop this school policy and review it on an annual basis. This policy is developed in consultation with parents, pupils and staff to ensure that it meets the needs of the whole school community.

3.2 RSE teachers

- 3.2.1 The RSE programme is co-ordinated by the Head of PSHE and is overseen by the Assistant Head Pastoral (DSL). The RSE programme is taught within PSHE, philosophy and science lessons by staff who are trained in delivering RSE content.

- 3.2.2 RSE teachers will:

- a) Ensure they are up to date with school policy and curriculum requirements regarding relationships and sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to the Assistant Head Pastoral (DSL)
- b) Attend and engage in professional development training around relationships and sex

education provision at least annually. Encourage pupils to communicate any concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them effectively.

- c) Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.
- d) Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs.
- e) Request guidance or support from the SENDCO where necessary.

3.3 Outside Speakers

- 3.3.1 We may invite guest speakers into school to talk on issues related to sex and relationships as it may be the case that the delivery of the particular subject is better coming from an expert or experienced health professional who can enhance and enrich our curriculum, our pupils' experiences and broaden their horizons.
- 3.3.2 The School will ensure that the arrangements for visiting speakers, whether invited by staff, pupils or parents, are suitably assessed before the visit takes place and that clear protocols are followed to ensure that those visiting speakers and any resources used are suitable, compatible with the School's duties, age-appropriate and aligned to the developmental stage of the pupils being taught.
- 3.3.3 A teacher will be present throughout these lessons and the School will ensure any visiting speaker is appropriately supervised when on School premises. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it and in our Visiting Speakers Policy.
- 3.3.4 In the unlikely event that the content, resources or delivery falls outside the School's expectations, or is deemed inappropriate, the School will take appropriate action, which could include stopping the presentation altogether.

3.4 Parents and Carers

- 3.4.1 The school aims to work with parents and carers to share the responsibility of sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school RSE lessons. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.
- 3.4.2 The School will consult annually with parents and carers in the development and review of this policy and on the content of the relationship and sex education programmes, including a sample of resources to be used.
- 3.4.3 The School will communicate to parents what will be taught and when in delivering relationships and sex education.

- 3.4.4 It will also keep in regular contact with parents and carers to reinforce the importance of children being safe online, as technology is a significant component in many safeguarding and wellbeing issues, particularly those related to child-on-child abuse.

4. Implementation and curriculum

- 4.1 It is important that we implement our RSE policy consistently throughout the school and provide effective provision for every teaching group. We expect teachers to provide lessons that are specific to the needs of the pupils in that particular class and to be responsive to their behaviour and development.
- 4.2 The School will ensure sufficient and regular time is allocated within the curriculum to deliver the relationships and sex education curriculum effectively, and in a manner designed to facilitate meaningful discussion.
- 4.3 Curriculum content and curriculum delivery will be underpinned by the School's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based relationships and sex education, delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.
- 4.4 By the end of secondary education, pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including (but not necessarily limited to): marriage; consent, including the age of consent; violence against women and girls; online behaviours including image and information sharing (including "sexting", youth-produced sexual imagery, nudes, etc.); pornography; abortion; sexuality; gender identity; substance misuse; violence and exploitation by gangs; extremism/radicalisation; criminal exploitation (for example, through gang involvement or "county lines" drugs operations); hate crime and female genital mutilation (FGM).
- 4.5 See Appendix A for a summary of the topics taught to each year group.

4.6 Assessment and pupil progress

- 4.6.1 Teachers are expected to plan, teach, assess the subject and measure pupil progress in accordance with the high expectations across the School in other subject areas. This will be regularly monitored and reviewed by the Head of PSHE and regularly reported to SLT and Governors.

4.7 Equal opportunities, equality and respect

- 4.7.1 RSE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Schools are required to comply with relevant requirements of the Equality Act 2010 and must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).
- 4.7.2 The School will ensure that it considers the makeup of the student body, including the gender and the age range of the pupils and take this into account in the design and teaching of sex

and relationships education. The School will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. This may include positive action to support girls, as although anyone can experience sexual harassment and violence, research indicates that girls are disproportionately affected.

- 4.7.3 The School will be alive to and address issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled. The School is committed to the approach that the starting point should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. Sexual violence or sexual harassment will not be passed off as "banter", "just having a laugh" or "part of growing up" as the School recognises that this can lead to a culture of unacceptable behaviours and an unsafe environment for children. The School will act as though sexual harassment and online sexual abuse are happening, even when there are no specific complaints or reports about it.
- 4.7.4 Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the Behaviour, Rewards and Discipline and Anti-bullying Policies.
- 4.7.5 The School will consider ways to foster healthy and respectful peer relationships and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic, through the RSE curriculum and as part of a whole-school approach.
- 4.7.6 As part of this whole school approach, the School (including through the Head of PSHE and Senior Leadership Team) will meet with representatives of the pupil body in order to seek pupil views on addressing these issues through the relationships and sex education programme and/or School culture.
- 4.7.7 **Lesbian, Gay, Bisexual and Transgender (LGBT):** The School is aware that children who are or perceived to be LGBT can be targeted by other children and is committed to countering homophobic, biphobic and transphobic abuse. LGBT inclusion is part of the statutory and sex education curriculum and the School will ensure that its teaching is sensitive and age appropriate in content and will consider when it is appropriate to teach pupils about LGBT. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson. School staff will also endeavour to provide a safe space for LGBT children to speak out or share their concerns.
- 4.7.8 The School is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the proprietor of the school to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including
- 4.7.8.1 in the way it provides education for pupils;
 - 4.7.8.2 in the way it provides pupils access to any benefit, facility or service; or
 - 4.7.8.3 subjecting them to any other detriment.

4.7.9 The School is also aware of its duties to teach about equality issues and to ensure teaching at the School does not discriminate against pupils.

4.8 Pupils with special educational needs and disabilities (SEND)

4.8.1 Our Accessibility Policy sets out how we make reasonable adjustments to alleviate disadvantage and, when planning and delivering the RSE curriculum, we take account of the SEND Code of Practice. The SENDCO supports the RSE team to implement content that is suitable and caters for pupils with SEND and other vulnerabilities and to ensure teaching will be differentiated and personalised. They also conduct additional sessions with small groups of students with SEND to ensure "overlearning" of the important contents of RSE where required. These sessions allow students to ask questions/engage in discussion in a smaller environment without fear of judgement from their peers.

4.8.2 The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.

4.9 Terminology

4.9.1 Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and is not acceptable language to use.

4.10 Safe and effective practice

4.10.1 We will ensure a safe learning environment by requiring that certain 'ground rules' are established for each session and clearly understood by all those that take part. These may vary depending on the age of the students but could include:

4.10.1.1 Guidance on how potentially sensitive questions can be asked;

4.10.1.2 A general expectation of privacy and the importance of being able to talk frankly in the session without fear of discussions being repeated outside the room without due cause;

4.10.1.3 How staff will respond if anyone shares anything they consider to be concerning, particularly any issues of a safeguarding nature (they must not promise confidentiality); and

4.10.1.4 The promotion of 'distancing techniques' that encourage pupils not to personalise their questions or discussions.

4.11 Right to withdraw from sex education

4.11.1 The school aims to keep parents informed about all aspects of the RSE curriculum and encourages them to read this policy. Parents can request access to resources and information

being used in class and the school will do everything it can to ensure that parents are comfortable with the education provided to their children in school. It is, however, a statutory right of parents or carers to request to withdraw the children in their care from the sex education aspect of RSE. This excludes withdrawal from the elements on human growth and reproduction which fall under the science curriculum.

- 4.11.2 Any parent wishing to withdraw their child should contact the Assistant Head Pastoral (DSL) who will arrange a meeting with the Head and the parent, and where appropriate the child to discuss their concerns. Sex education is a vital part of the school curriculum and supports child development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life. However, except in exceptional circumstances, the School should respect the parents' or carers' request to withdraw the child, up to three terms before the child turns 16.
- 4.11.3 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. There may be exceptional circumstances where the Head may want to take into account a pupil's specific needs arising from their special education needs or disability into account when making this decision. Any discussions and decisions will be documented by the school.

4.12 Complaints

- 4.12.1 Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the school and follow the school's complaints policy.

5. Safeguarding, report of abuse and confidentiality

- 5.1 Relationships and Sex Education (RSE) comprises a vital and important part of our pupils' on-going physical, moral and emotional development. It is about teaching what it is to be in a caring, stable and mutually supportive relationship with another person. We focus on what is acceptable and unacceptable behaviour in relationships to help students understand the positive effects that good relationships have on their mental wellbeing. Our RSE outlines the importance of positive and healthy relationships for family life and the raising of children, as well as highlighting the role of marriage and other stable relationships as building blocks for community and society.
- 5.2 The School will follow Keeping children safe in education (KCSIE) and will ensure children are taught about safeguarding, including about how to stay safe online and respectful relationships. Appropriate open forums to discuss potentially sensitive issues will be made available to children. Children will also be made aware of how to raise concerns or make a report and how any report will be handled. The School recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed or to respond to the incidents or any patterns identified by the School, for example in particular cohorts.
- 5.3 Teachers will follow the School's policy on confidentiality between themselves and students and manage an appropriate level of confidentiality. Students should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will

follow the School's safeguarding policy if a child protection issue is raised.

- 5.4 In addition, but not alternatively to following the School's safeguarding policy, teachers will also consider whether any anti-bullying and/or disciplinary issues arise following any pupil concerns and will follow the School's behaviour and discipline policy and/or the School's anti-bullying policy as appropriate.
- 5.5 The School will encourage students to talk to their parents or carers and support them to do so.
- 5.6 The School will also inform students of sources of confidential help, for example, the School nurse, counsellor, GP or local young person's advice service.
- 5.7 Where the school invites external agencies to support the delivery of these subjects, the School will agree in advance of the session how a safeguarding report will be dealt with by the external visitor

5.8 Training

- 5.8.1 The School will carefully consider the suitability of staff who are teaching relationships education and RSE; it will ensure they are committed to the priority the School affords to the subject and to professional development in the subject. The School will provide additional resources to staff who are not specialists in the subject in order that they can successfully implement the curriculum.
- 5.8.2 The School will ensure appropriate training for staff on expressing personal opinions and the use of external resources and visiting speakers
- 5.8.3 The level and frequency of training depends on the role of the individual member of staff. High-quality, specific training will be provided for teachers delivering RSE and the School will review the adequacy of that training at all levels, to ensure that it is fit for purpose.
- 5.8.4 The School maintains written records of all staff training.

6. Monitoring, reporting and evaluation

- 6.1 The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the RSE curriculum annually, and inform parents of any revisions to the school policy or sex education curriculum.
- 6.2 We aim to monitor the effectiveness of our sex education provision through feedback from pupils, parents and staff. Pupils will have opportunities to review and reflect on their learning during lessons and Pupil Voice will be influential in adapting and amending planned learning activities. Parents are invited to attend a parental seminar on the RSE curriculum and RSE policy and to give us their feedback. Staff are given an opportunity to reflect critically on delivery of the RSE curriculum. They will also ensure that delivery, assessment and pupil progress conform to the guidelines set down in the policy and its appendices. Lesson observations are carried out and feedback on outside speakers is also sought from the pupils and teacher present in the lesson.

- 6.3 The school will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

Signed by:	Annabel Lubikowski Chair of Governors
Date of adoption of this policy	Autumn 2022
Date of last review of this policy	January 2024
Date for next review of this policy	Autumn 2024
Policy owner (SMT)/other	Assistant Head Pastoral (DSL)

Appendix A: RSE spiral curriculum

Relationships and Sex Education is taught on timetable through the Character Education programme in PSHE (Years 7-11), Philosophy in Years 7, 8 and 10 and Wider Perspectives in the Sixth Form. Elements of RSE are taught within science by the Biology department and some topics in the Think&Thrive curriculum are facilitated by form teachers. RSE is also reinforced throughout the whole curriculum.

We have a dedicated team of PSHE teachers who form part of the Character Education team
The curriculum is also enhanced by the provision of external specialists in the field:

It Happens Education <https://ithappens.education/>

The Collective Futures Project <https://www.thecollectivefuturesproject.com/>

The RAP Project <https://theraproject.co.uk/>

Year	Autumn	Spring	Summer
7	Types of relationships (including online) and keeping safe Identifying what healthy and unhealthy relationships look like, consent and unwanted contact Periods (It Happens Education) Equity Diversity and Inclusion (Philosophy lessons): unity, respect	Personal Hygiene and healthy routines Equity Diversity and Inclusion (Philosophy lessons): consideration of others, anti-bullying	Sexual Health: Puberty – physical social and emotional changes, FGM Online safety RSE consultation and feedback
8	Positive romantic relationships: consent Equity Diversity and Inclusion (Philosophy): friendships and anti-bullying, Equality Act 2010 and protected characteristics, anti-discrimination	Self-esteem, body image (online influence) Sexual reproduction: reproductive organs, pregnancy, puberty and the menstrual cycle (Biology)	Online relationships and digital literacy Gender and sexuality RSE consultation and feedback
9	Respectful intimate relationships: managing risks of sharing images online and consent and the law Identity: online, labels, stereotypes, (Think&Thrive)	Sexual reproduction: (building on from Year 8) reproductive organs, pregnancy, puberty and the menstrual cycle (Biology)	Sexual Transmitted Infections (STIs) and intro to contraception Gender and sexuality RSE consultation and feedback
10	Expectations, pleasure challenges and consent, contraception (It Happens Education) Gender identity and Sex as a protected characteristic (The Collective Futures Project)	Pornography and media. Extremism and radicalisation	RSE consultation and feedback Family and marriages forced arranged the law (Philosophy)

	Types of love Plato: True love. Commitment in relationships (Philosophy)		
11	Communication in relationships assertive communication and abusive relationships	Consent, STIs, pregnancy, sexual health choices	RSE consultation and feedback Study Leave
12	Safeguarding Training as Prefects Internalised Misogyny (The Collective Futures Project) Love and Relationships – understanding each other, conflict, empathy building (Think&Thrive)	Anti-discrimination (The Collective Futures Project) Future, Fertility, Families (It Happens Education)	RSE consultation and feedback
13	Internalised Misogyny (The Collective Futures Project) The Big Leap: keeping safe at university (The RAP Project) Restorative practices and relationships in the work place Love and Relationships – understanding each other, empathy building (Think&Thrive)	Anti-discrimination (The Collective Futures Project) Future, Fertility, Families (It Happens Education)	RSE consultation and feedback Study Leave