

Queenswood



RSE (Relationships and Sex Education) Policy

Issued by	Deputy Head Pastoral
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Aims

The aims of relationships and sex education (RSE) at Queenswood are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships

Teach pupils the correct vocabulary to describe themselves and their bodies **Statutory requirements**

As an independent secondary school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Queenswood, we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils 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 comments
3. Parent consultation – parents and any interested parties were invited to look at the policy and make comments
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

As a school, we value diversity and foster mutual respect, modelling attributes in pupils such as kindness, honesty and respect. These underpin and inform the relationships between pupils and pupils and adults.

RSE is about the emotional, social and cultural development of pupils, 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.

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, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHCEE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (Beliefs and Values), Physical Education, (PE), Computing and IT curriculums

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Inclusion & SEND

At Queenswood we ensure all pupils feel valued and included, regardless of their background, identity and experience. We use inclusive language and approaches to teaching that reflect the diversity of the school community.

Ethnic and Cultural Groups - We intend our policy to be sensitive to the needs of different ethnic groups.

Pupils with Additional Needs - We will ensure that all young people receive relationships and sex education, and we will offer a provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Roles and responsibilities

The governing board

The governing board will hold the Principal to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Chair of the Education Committee in conjunction with the Principal.

The Deputy Head Pastoral

The Deputy Head Pastoral works with the Head of PSHCEE to ensure that RSE is taught appropriately and consistently within the school.

The Head of PSHCEE

The Head of PSHCEE is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils 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 Deputy Head Pastoral.

Those involved in teaching, or overseeing, RSE at Queenswood include:

- Deputy Head Pastoral
- Head of PSCHEE
- Medical Staff (School nurses)
- Teachers of PSCHEE

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

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 (which is sent out to parents as a Google Form).

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal, or by delegation the Deputy Head Pastoral, will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff who teach RSE are trained in the delivery of RSE as part of their professional qualification training and it is included in our continuing professional development calendar. Visitors from outside the school and other professionals, such as school nurses or sexual health professionals, will provide support and training to staff teaching RSE as well as running some sessions.

Monitoring arrangements

The delivery of RSE is monitored by Deputy Head Pastoral and other members of the SMT through:

Work scrutiny and learning walks.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Parent and pupils are encouraged to give feedback about the PSCHEE and RSE programme and will be used to inform our monitoring and review process.

This policy will be reviewed by Deputy Head Pastoral annually. At every review, the policy will be approved by the Education Committee.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS
7	Healthy Routines- physical activity, balanced diet and healthy eating. Personal hygiene, puberty, menstruation and emotional and physical changes, sleep and dental hygiene. Keeping good friendships and avoiding toxic ones; family relationships – the different types; love and relationships – falling in love and dealing with new feelings; bullying or banter? Why do people bully others and how can we help stop this?; What is cyberbullying? Why do people bully online?; How do we keep safe and positive relationships (on and off-line); What is my personal identity and why is diversity important.
8	Personal safety, travel in and outside of school. Impact of caffeine, energy drinks, alcohol, tobacco, smoking and vaping. Sexual orientation, gender identify. Consent and relationships values. Love languages. Hate Crime, belonging, immigration and migrants' and refugees. How to challenge prejudice, stereotypes and discrimination.
9	Who are the LGBTQ+ community and what would they like us to know? Why are British communities so diverse? Immigration and diversity focus. What are domestic violence and abusive relationships? Healthy and unhealthy relationships. Child Sexual Exploitation – how are children and young people lured into dangerous relationships and what do these look like? County lines and knife crime. Body image and the media. Eating disorders. Can we respect and celebrate British values and the religion and culture of our choice? Overcoming peer pressure.
10	Mental Health. Exploring drugs, alcohol, smoking and vaping addiction and dependency. Loss and Bereavement. Intimate and sexual relationships. Same sex relationships (LGBTQ+). What are forced and arranged marriages and what do we need to know? Contraception (including emergency contraception). Pregnancy outcomes and choices. Sexual harassment and inappropriate behaviour. Impact of pornography on children and young adults. Online risk- sharing nude images and grooming. Addressing extremism and radicalization.
11	Bullying – body shaming. Body image and the media. Relationship break ups. What is good sex? Why is it essential to know about consent, rape and sexual abuse? How can we make ourselves and other people feel more positive and why is happiness important? Relationship types and sexuality. Sexual Health support. Risks of cosmetic procedures. Prevent and radicalisation.

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE (this is sent to parents as a Google Form)

TO BE COMPLETED BY PARENTS			
Name of child		Year	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	