



Relationships and Sex Education Policy

POLICY TITLE:	Relationship and Sex Education Policy
STATUS:	Statutory
REVIEWED BY:	Board of Trustees
DATE REVIEWED:	May 2025
NEXT REVIEW:	May 2027

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1. Rationale

Queen Elizabeth's Girls' School consider that Relationships and Sex Education (RSE) is an integral part of our Personal Social and Health Education (PSHE) curriculum and is also linked to that for Science.

This policy is based on recent guidance published by the Department of Education which laid an amendment to the Children and Social Work Bill on 1 March 2017 which stated that Personal Social and Health Education become statutory in schools to take effect from September 2019. This includes making health and relationships education statutory from 2020.

2. Ethos

We recognise that effective relationships and sex education provides a vital role in promoting the development of a healthy attitude to sexuality in oneself and one's relationships with others. The RSE programme is delivered as part of our PSHE course which deals with many issues such as self esteem, assertiveness, communication and decision-making skills – all of which can contribute to the effectiveness of the RSE programme.

Aspects of RSE will also be addressed through other areas of the curriculum including topics such as birth rates in humanities, reproduction in science and tutorial activities as part of our rolling programme.

For the purpose of this policy the following definitions have been used:

Relationships and sex education (RSE): RSE is learning about the emotional, social and physical aspects of growing up. This involves students learning about relationships, consent, puberty, reproduction, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships and to take responsibility for their health and wellbeing.

RSE is not about the promotion of sexual activity.

3. Aims of RSE

This policy outlines our commitment to providing students with the knowledge, skills and attributes needed to manage their lives, now and in the future. Delivering a broad and balanced PSHE curriculum, through our three strands of RSE, Health and Wellbeing, and Living in the Wider World, is essential for us in helping our young people to stay healthy and safe, while preparing them to make the most out of school, work and life. Through quality delivery, our PSHE programme aims to:

- Develop confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives;
- Develop young people who are able to maintain positive, respectful and healthy relationships, within which they can thrive personally and socially;
- Develop responsible citizens who understand they have rights and responsibilities that help

them make a positive contribution to society; and successful learners who enjoy overall learning, making progress and achieving success

- Create a positive culture around issues of sexuality and relationships, including making decisions within relationships
- Provide opportunities to learn about relationships and sexuality in ways that help students think and act in a moral, caring and responsible way
- Teach students the correct vocabulary to describe themselves and their bodies
- Provide students with the tools they need to make informed decisions, including knowing their rights and the law on consent and related issues

Students will:

- develop confidence to talk, listen and think about feelings and relationships
- address concerns and correct misunderstandings and be able to protect themselves and ask for help
- develop positive attitudes and values and respect differences in opinions
- develop a positive self-image and high self esteem
- know about the importance of personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.
- develop skills to make and maintain healthy, nurturing and positive relationships of all kinds, including family relationships, friendships, intimate relationships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.
- gain accurate knowledge and understanding about the facts and law about sex, sexuality, sexual health including contraception, and gender identity in an age-appropriate and inclusive way
- be clear about issues relating to consent within all relationships, including when developing intimate relationships, and resisting pressure and/or not applying pressure to have sex.
- develop personal responsibility for one's actions
- know where to get confidential advice and support

4. Statutory requirements

As a secondary academy 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 by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Queen Elizabeth's Girls' School we teach RSE as set out in this policy.

5. 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 – PSHE Lead collated all relevant information including relevant national and local guidance
2. Staff consultation – PSHE school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and carers were invited to contribute to the revision of the policy, where they could share any comments, questions or concerns.
4. Pupil consultation – we investigated what exactly pupils want from their RSE using focus groups with the school council students and sixth form students.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

6. 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 and don't seek answers online.

7. Delivery of RSE

At Queen Elizabeth's Girls' School RSE will be delivered mainly within discrete Personal, Social, Health and Economic Education (PSHE) lessons at Key Stage 3 and Enrichment lessons at Key Stage 5. The statutory biological aspects being covered within Science. At Key Stage 4 RSE will be delivered through collapsed timetable events.

There is progression in the programme from Year 7 to Year 12, with resources being carefully selected to reflect the growing maturity of the students. Lessons are carefully pre-planned, materials reviewed and updated on a regular basis. Lessons will be planned to ensure that the policy is inclusive of all students and respectful of the cultural, religious and social mix of the school.

All RSE lessons are planned and differentiated to be inclusive so that students with Special Educational Needs and learning difficulties are properly included.

Staffing arrangements regarding the teaching of the programme and the deployment of staff will be made by the Headteacher.

The approach that Queen Elizabeth's Girls' School takes when dealing with the following issues is outlined below:

7.1 Offering Advice: The school's function is to provide a general education about sexual matters and issues and not to offer individual advice, information or counselling on aspects of sexual behaviour and contraception - however sources of professional information and advice will be identified when appropriate. Teachers may provide pupils with education and information about where and from whom they can receive confidential sexual advice and treatment, e.g. their doctor or other suitable agency. Advice offered should not be directive and should be appropriate to the age of the student.

7.2 Explicit Questions: It may not be appropriate to deal with some explicit questions in class. Teachers may choose to say that it is not appropriate to deal with that question at this time. If a teacher becomes concerned about a matter that has been raised, he/she should seek advice from the PSHE co-ordinator, DSL or the Headteacher. When deciding whether or not to answer questions the teacher should consider the age and readiness of the students, the RSE programme content, the ethos of the school and the RSE policy.

7.3 Teaching about sexuality: Teachers do not promote any one lifestyle as the only acceptable one for society and therefore it is inevitable and natural that homosexuality will be discussed during a programme of relationships and sex education. Students will be taught about the different family structures that exist in modern Britain, and will also be taught about the importance of respect, in line with the Equality Act 2010. One of the advantages of studying diversity is the opportunity to correct false ideas, assumptions and address prejudice. Discussions should be appropriate to the age of the pupils.

7.4 Contraception: This topic will be dealt with in an age appropriate, open manner, looking at all contraceptive options in a non-directive way.

7.5 The school will ensure that any agency and any materials used are accurate, age appropriate and unbiased and in line with our legal duties around political impartiality. We will:

- Make appropriate checks and engage with external organisations to make sure their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age appropriate
 - Are inline with pupils' developmental stage
 - Comply with: This policy
 - * This policy
 - * The Teachers' Standards
 - * The Equality Act 2010
 - * The Human Rights Act 1998
 - * The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-materials and look for feedback from other people the agency has worked with
- Be clear on:
 - *What they are going to sayTheir position on the issues to be discussed

- Ask to see in advance their resources and materials that they may use
- Know the names of the individuals who will be there, and follow our usual safeguarding procedures for these people
- Check the agency's protocol for taking pictures or using any personal detail in the session
- Remind teachers that they can say "no" or in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parent and carers
- Share all external materials with parents and carers, if requested
- We won't, under any circumstances
 - * work with external agencies that take or promote extreme political positions
 - * Use materials produced by such agencies, even if the material itself is not extreme
 - * work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The trustees

The trustees will approve the RSE policy, and hold the Headteacher to account for its implementation.

8.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

8.3 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 headteacher.

Staff have access to online training resources from the PSHE Association to support the delivery of RSE

PSHE teachers have opportunities for training and attend the local authority PSHE network meetings to support in the delivery of RSE.

8.4 Pupils

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

9. Parents' right to withdraw

Parents have the right to withdraw their children from the components of sex education within RSE which are not covered within the Science curriculum, 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.

Appendix 2 indicates which lessons students can be withdrawn from, in line with the Department for Education guidance. Unless indicated in bold italics, students cannot be withdrawn.

Requests for withdrawal from specified lessons should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

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

10. Training

Staff are trained on the delivery of RSE as part of their continuing professional development.

The Headteacher will also invite experts from within or outside the school, such as the school nurse or sexual health professionals, to provide support and training to staff teaching RSE.

Staff have access to online resources from the PSHE Association to support their professional development

11. Monitoring arrangements

The delivery of RSE is monitored by the teacher in charge of PSHE through:

Learning walks, book scrutinies, student voice feedback. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE leaders annually. At every review, the policy will be approved by trustees and The Headteacher.

12. Safeguarding and confidentiality

Effective relationships and sex education (RSE), which brings an understanding of healthy relationships, can sometimes lead to disclosure of a safeguarding issue. If a member of the school's staff (teaching or non-teaching) suspects that the student is a victim of abuse or they have reason to believe that he or she is at risk of abuse, they should report their concerns to the staff member responsible for safeguarding in line with the agreed school Safeguarding policy. At Queen Elizabeth's Girls' School this is Anna Myatt (DSL). All members of the Senior Leadership Team have received L3 Safeguarding training.

Teachers must ensure that students know that they cannot be offered unconditional confidentiality and that students are reassured that if confidentiality has been broken, that they will be informed first and then supported as appropriate. Students that feel comfortable discussing such matters with their parents or carers should be encouraged and supported in doing so. Students can be informed of sources of confidential help e.g. school nurse, counsellor, GP or local young person's advice service. Ground rules must be set by teachers and others within the classroom situation to ensure appropriate confidentiality.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year group	Term	Topic/ Theme <i>Lessons which parents are able to withdraw students from are indicated in bold italics</i>
7	Summer	<ul style="list-style-type: none"> ● Why are friends important? ● Healthy relationships (including friendships) ● Family structures in modern Britain including marriage and the role of The Equality Act and protected characteristics ● Resolving conflict in relationships ● Bullying ● Determining whether someone is trustworthy or unsafe ● Consent and body rights ● Characteristics of abuse
8	Summer	<ul style="list-style-type: none"> ● Supporting respectful relationships ● Romantic relationships, including the law on consent ● Commitment in relationships ● Pregnancy, conception and birth ● Relationships, happiness and raising children ● Menstruation, menopause and contraception ● Being assertive and dealing with pressure ● Dangers of sending or receiving explicit pictures online ● Exploitation in relationships
9	Summer	<ul style="list-style-type: none"> ● Sex: choices and the law ● Fertility ● Marriage ● Media portrayal of relationships and how this influences expectations ● How the media (including pornography) influences attitudes towards sex ● Managing conflict and relationship breakdown ● Grooming, child sexual exploitation, FGM, coercion ● Sexual intimacy ● Contraception ● Sexually Transmitted Infections (STIs) ● How drugs and alcohol can lead to risky sexual behaviour
10	Summer	<ul style="list-style-type: none"> ● Consent and managing sexual pressure ● Safe sex (communication) ● The online world ● Exploitation and abuse (grooming and domestic abuse) ● Where to access support ● Sexual relationships ● Contraception and STIs (<i>cannot be withdrawn from as this is part of the KS4 Science curriculum</i>) ● Pornography ● Pregnancy options ● Parenting skills

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

Topic	Content
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
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

	<ul style="list-style-type: none"> ● 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)
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

Appendix 3: Parent form: withdrawal from sex education within RSE

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

Any other information you would like the school to consider	
Parent signature	

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