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# **Queen Elizabeth's School**

## **RELATIONSHIPS & SEX EDUCATION POLICY**

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### **1. Our values**

Queen Elizabeth's School aims to provide a challenging and demanding education in a supportive environment for boys of high potential who come from a variety of social and cultural backgrounds. The School's mission is to produce young men who are confident, able and responsible and it achieves this by nurturing the personal and social development of its boys as well as preparing them academically. This is delivered through a broad academic curriculum, a wide range of extra-curricular activities and a well-developed pastoral system. Our ethos strongly supports and promotes personal qualities such as respect, equality, loyalty, decency and sensitivity.

The Relationships and Sex Education programme at Queen Elizabeth's aims to be a sensible and responsible one which is set in a moral and social framework, whilst meeting all Government guidelines and statutory provision. The programme reflects and supports the provision set out in other School policies, including the Equal Opportunities Policy, Spiritual, Moral, Social and Cultural Development Policy, Safeguarding Policy, Bullying Policy, Health & Safety Policy and SEND Policy.

### **2. Aims**

The Relationships and Sex Education Policy is part of the overall development objectives of the School and its teaching is embedded into different parts of the curriculum. It aims to help boys prepare for the range of life situations they will experience. The School equips boys to explore and understand their feelings, attitudes and values and those of others, and to address moral and social questions relevant to forming healthy, enjoyable and fulfilling relationships. The Policy also aims to equip pupils with essential life skills so they can become effective members of the community.

The aims of relationships and sex education (RSE) at the School 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; and
- Teach pupils the correct vocabulary to describe themselves and their bodies.

### **3. Statutory requirements**

As secondary age 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 agreement 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 School we teach RSE as set out in this policy.

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### **4. Policy development**

The School recognises the central role played by parents in the matter of RSE and its development. As the primary carers of their children, parents are uniquely placed to talk to them about sex and relationships issues, answering their questions, helping them to cope with the emotional and physical aspects of growing up and maintaining the culture and ethos of their own family. The School will always seek to work in partnership with parents and they should feel confident that the School's RSE programme will complement and support their role as parents.

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – all relevant information including relevant national and local guidance has been collected and reviewed.
- Staff consultation – all School staff involved in the delivery of RSE have been given regular opportunity to review the curriculum and make suggestions for changes during pastoral team meetings.
- Parent consultation – parents were sent an outline of our draft RSE curriculum in October 2019 and invited to make suggestions for development.
- Pupil consultation – we investigated what exactly pupils want from their RSE lessons as part of pupil conference meetings.
- Finalisation – feedback was collated and amendments were made, with the policy being considered for adoption by the Governing Body.

### **5. Defining RSE**

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.

Within RSE, the School defines non-statutory Sex Education as lessons that promote an understanding of the following issues:

- The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That people have a choice to delay sex or to enjoy intimacy without sex.
- 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).
- The importance of and facts about testing for Sexually Transmitted Infections (STIs).

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- 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.

### 6. RSE curriculum

Our curriculum is set out as per Appendices 1 and 2, but the School reserves the right to adapt it as and when necessary.

The School has 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 the curriculum and this policy, members of staff will respond in an appropriate manner so they are fully informed and don't seek answers online.

### 7. Delivery of RSE

RSE at Queen Elizabeth's School is delivered primarily through the following areas of the curriculum:

- Science syllabus (Biology)
- Religion & Society syllabus
- Personal Development Time (PDT)

The School also takes opportunities to deliver the programme through other lessons and areas of the curriculum. The School engages external speakers, including health professionals and youth workers, to enhance delivery of the programme, as appropriate to pupils' ages and needs.

The School's planned programme of teaching and learning is progressive in terms of language, concepts and content which increases in depth and complexity as pupils progress through the School.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, and is made up of five main elements:

- Families;
- Respectful relationships, including friendships;
- Online and media;
- Being safe; and
- Intimate and sexual relationships, including sexual health.

In order to deliver RSE effectively, it is important that staff are confident and comfortable with the subject matter. Therefore, staff involved in delivering the programme are supported by in-service training.

Staff teach RSE within the regulatory framework and the School's value system and do not allow their personal beliefs and attitudes to influence their teaching. No attempt is made to

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promote one particular viewpoint, but pupils are encouraged to evaluate the moral implications involved in the matters under discussion.

Teaching methods ensure that coverage of potentially sensitive issues is constructive and maintains pupils' self-esteem.

To aid effective learning, pupils may be placed into pairs or small groups. Emphasis is placed on the importance of respecting the views of others. Clear ground rules are set so that the class knows what is an appropriate and inappropriate manner of discussion and pupils are encouraged to be mature and sensible.

Personal privacy is respected and no-one is invited to talk about their own personal experiences.

Pupils' questions are answered in a sensible and matter of fact manner, although teachers use their skill and discretion in deciding whether or not to answer a particularly difficult or explicit question in class.

Teaching is to the group as a whole and whilst all teachers take a pastoral interest in the wellbeing of their pupils, they do not act as counsellors to individual pupils.

Pupils are reminded that confidentiality cannot be guaranteed in matters concerning safeguarding and child protection (this will be relevant where a pupil makes a relevant disclosure to a member of staff, or a member of staff surmises indirectly that child protection issues are involved).

### 8. Inclusion

The RSE programme is an entitlement of all pupils and therefore is presented in a way that is inclusive of difference, including disability, sexual orientation, ethnicity, culture, faith and other life experience. In particular:

- Different ethnic and cultural groups may have different attitudes to RSE. These differing views are taken into account with sensitivity and respect in as far as there is no inconsistency with the general values of the School and Government guidelines.
- The School presents an honest, sensitive and balanced approach in the discussion of the range of sexual orientation, and tackles any homophobic bullying.
- The School ensures that pupils with special educational needs and disabilities are properly included in RSE so that it is also relevant to them, and they are thereby helped to understand their physical and emotional development and to make positive decisions in their lives.
- The School recognises that its pupils may come from a variety of family situations and home backgrounds, and care is therefore taken in the delivery of the programme to ensure that there is no stigmatisation of pupils based on their home background.

### 9. Roles and responsibilities

**The Governing Body** will approve the RSE Policy and will hold the Headmaster and senior colleagues to account for its implementation.

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**The Headmaster** 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 10).

RSE that is taught through the School's Personal Development Time (PDT) will be delivered by the pupil's form tutor, with an overview of provision taken by the Head of Year. **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 Headmaster.

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

### 10. Parents' right to withdraw

The School recognises that parents have the right to withdraw their child from the some or all of the non-statutory components of Sex Education within RSE (see section 5) 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 during one of those terms. There is no right to withdraw from Relationships Education or Health Education.

In the event that a parent wishes to withdraw their child from all or part of the non-statutory element of the programme, they should write to the Headmaster, stating their objections. A copy of withdrawal requests will be placed in the pupil's educational record. Parents wishing to exercise this right are invited to discuss their concerns further with their son's Head of Year so that any fears can be allayed or possible alternative provision discussed. Parents considering the withdrawal of their son from the programme are asked to consider the possible harmful effect this could have by his remaining ignorant, or becoming misinformed from outside sources, about matters concerning sex.

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

### 11. Monitoring and review

The planning delivery of RSE through the Personal Development Time (PDT) curriculum is monitored by Heads of Year through collaborative planning of lesson resources, and ongoing classroom observation. RSE taught through the Science (Biology) syllabus and the Religion & Society syllabus will be monitored by the respective Heads of Subject through ongoing classroom observation, learning walks and work scrutiny.

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

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This policy will be regularly reviewed with substantive revisions requiring approval from the Governing Body.

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*LINKED  
POLICIES*

- ❑ *Bullying Policy*
- ❑ *Equal Opportunities Policy*
- ❑ *Governors' Statement of Education*
- ❑ *Health and Safety Policy*
- ❑ *Safeguarding Policy*
- ❑ *SEND Policy*
- ❑ *Spiritual, Moral, Social and Cultural Development Policy*

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*LEGISLATION  
& GUIDANCE*

- ❑ *Children and Social Work Act 2017*
  - ❑ *Education Act 1996*
  - ❑ *Education Act 2002*
  - ❑ *Relationships Education, Relationships and Sex Education (RSE), and Health Education (Department for Education, 2019)*
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### Appendix 1: RSE curriculum map

	Year 7	Year 8	Year 9	Year 10
<b>AUTUMN</b>	<p><b>Transition</b></p> <p>Getting to know each other</p> <p>Anxiety</p> <p>Safety when travelling</p> <p>Friendship</p> <p>Organisation</p> <p>Revision</p>	<p><b>Health</b></p> <p>Exercise</p> <p>Importance of sleep</p> <p>Healthy eating and drinking</p> <p>Mental health</p> <p>Addiction to technology &amp; gaming</p> <p>Hygiene</p>	<p><b>Healthy body &amp; mind</b></p> <p>Healthy bodies</p> <p>Healthy relationships</p> <p>Abusive relationships</p> <p>Pornography &amp; respect</p> <p>Equality</p> <p>Identity and Sexuality</p>	<p><b>Relationships and Sex</b></p> <p>Sexual consent</p> <p>Sexual pressure</p> <p>Contraceptives</p> <p>STIs</p>
<b>SPRING</b>	<p><b>Safety and respect</b></p> <p>Diversity &amp; respect</p> <p>Bullying (<i>including Cyberbullying</i>)</p> <p>Bullying (<i>including racism and homophobia</i>)</p> <p>Internet safety</p>	<p><i>This term will be used for careers education/developing digital literacy</i></p>	<p><i>This term will be used for careers education/developing digital literacy</i></p>	<p><b>British Values &amp; Politics</b></p> <p>British law</p> <p>Democracy</p> <p>Free speech</p> <p>Press freedoms</p> <p>Prejudice &amp; tolerance</p> <p>Social media &amp; politics</p>
<b>SUMMER</b>	<p><i>This term will be used for careers education/developing digital literacy</i></p>	<p><b>Confident &amp; responsible</b></p> <p>Charities &amp; voluntary work</p> <p>Financial responsibility</p> <p>Being a role model</p>	<p><i>This term will be used for careers education/developing digital literacy</i></p>	<p><i>This term will be used for careers education/developing digital literacy</i></p>

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		Community & personal identity  Dangers of stereotyping  Friendships & consent		
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### Appendix 2:

By the end of secondary school, pupils should know the following...

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>

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TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>

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TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"><li>• 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</li><li>• 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)</li></ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"><li>• 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</li><li>• 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</li><li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li><li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li><li>• That they have a choice to delay sex or to enjoy intimacy without sex</li><li>• The facts about the full range of contraceptive choices, efficacy and options available</li><li>• The facts around pregnancy including miscarriage</li><li>• 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)</li><li>• 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</li><li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li><li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li><li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li></ul>

Approved by the Governing Body on 27 February 2020

Signed .....

B.R. Martin, Chairman of the Governing Body