

# Relationships and sex education policy



Queen Elizabeth Grammar School Penrith

**Approved by:**

Mrs Tine Boving Foster  
Mr Paul Buckland

Chair of Governors  
Headteacher

**Date: December 2020**

**Last reviewed on:**

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**Next review due by:**

December 2022

A handwritten signature in black ink, appearing to read 'Tine B. Foster'.

A handwritten signature in black ink, appearing to read 'P Buckland'.

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## 1. Aims

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

## 2. 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](#).

This policy has also been written with reference to the Equality Act 2010 and the protected characteristics within this; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

At Queen Elizabeth Grammar School we teach RSE as set out in this policy.

Please refer to our funding agreement and articles of association for further information.

## 3. Policy development

This policy does not represent any significant change to the RSE curriculum at QEGS, but rather has been updated to reflect the new government guidance, as effective from September 2020. Any future changes to the RSE curriculum at QEGS will be developed and implemented in consultation with parents, students, staff and governors.

## 4. Definition

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.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

This curriculum has been developed over time 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.

- **Year 7:** A unit on relationships, taught in citizenship lessons looks at developing self-esteem, and concentrates on establishing friendships, resolving conflict and understanding what makes a family. We look at diverse family relationships including marriage. We encourage openness and awareness of difference and inform students where to get further support. Health and wellbeing also looks at hygiene and body image. Students also study puberty, the changing body, and sexual development. In science

lessons, pupils will study the anatomy of sex organs in plants and animals, fertilisation in different organisms, foetal development, birth and the physical process of the menstrual cycle.

- **Year 8:** In citizenship lessons there is discussion and support on how to cope with change within themselves and in relationships, on sexual attraction and on understanding what the characteristics of a positive healthy relationship are as well as considering the signs of unhealthy relationships and knowing where to look for support. A safeguarding unit deals with understanding and challenging prejudice and discrimination. Students also learn about internet/media sources, analysis and safety both in citizenship and computer science lessons.
- **Year 9:** Delivered through two citizenship days, students explore the positives and negatives of sex. Awareness of internet safety is developed as well as factual information on STIs and contraception. Pupils are signposted to reliable and independent support regarding all aspects of sexual health, including safeguarding. This includes websites such as CEOP, ChildLine and NHS services. We are involved in the police initiative “Chelsea’s Choice” which looks at Child Sexual Exploitation. Students watch a live performance and take part in follow-up discussions.
- **Years 10 and 11:** During citizenship days, further discussion and workshops are given on issues such as discrimination, homophobia, biphobia, transphobia and sexual consent. We seek to develop the students’ understanding and awareness of the dangers of on-line sexual exploitation and of an individual’s personal responsibilities and empowerment within sexual relationships. Cumbria Sexual Health Clinic contribute to these citizenship days. In GCSE RE the unit on family and relationships covers the moral and ethical implications of marriage, divorce, sexuality and co-habitation as well as family life in the UK. A unit on Life covers other moral and ethical aspects of abortion and differing views towards it. In GCSE biology students will look at hormones in human reproduction, which includes fertility treatment, control of sexual development at puberty and the hormonal control of the menstrual cycle and contraception treatments. They are asked to look at scientific and social and ethical arguments for and against different methods of contraception and also evaluate how hormones are used in fertility treatment from the perspective of both patient and medical practitioner.
- **Years 12 and 13:** As part of the compulsory enrichment programme, students will discuss and reflect upon some key moral issues and questions around sexuality, gender, prejudice, risk-taking behaviour, sexual exploitation and relationships. Visiting speakers provide expert insight and opinion. Discussion and exploration of gender and sexual identity will take place in all year groups, at an age-appropriate level.

## 6. Delivery of RSE

RSE is taught within the PSHE units of Citizenship lessons in Year 7 and 8 (70-80 minutes a fortnight). Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). RSE is also discussed in assemblies and form time. In Year 9-11 students take part in several citizenship days that cover the RSE curriculum.

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).

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RSE policy and hold the Headteacher to account for its implementation.

### **7.2 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 components of RSE (see section 8).

### **7.3 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.

Mrs Kerry Davies (Head of Citizenship) is responsible for managing the teaching of RSE at QEGS and this is overseen by the Assistant Headteacher for Student Welfare and the Headteacher.

### **7.4 Pupils**

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

## **8. Parents' right to withdraw**

Parents have a right to withdraw their child from the non-statutory elements of sex education within RSE. From this point on however, these elements will no longer be distinct units/lessons as sexual health and sexual education overlap, in line with statutory guidance. The decision to withdraw is that of the parent up until three 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 and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will meet with parents and discuss their request, taking the appropriate action.

Parents are reminded that the changes in government guidance from September 2020 reflect the Department of Education's view that all elements of the RSE curriculum are important in helping students "to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life." Parents can find further support and guidance on this at:

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

## **9. Training**

Staff training to deliver RSE will be included in our continuing professional development calendar.

The Curriculum Lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the Assistant Headteacher for Student Welfare through:

- Regular planning meetings and discussion with the Curriculum Lead
- Learning Walks
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. We do not currently give progress data for RSE.
- This policy will be reviewed by the Assistant Headteacher for Student Welfare every two years. At every review, the policy will be approved by the Education and Standards sub-committee of the Governing Board.

## Appendix 1: QEGS Citizenship RSE Curriculum Map

Expectation	When studied?	Supported by:
<p><b>Families</b></p> <ul style="list-style-type: none"> <li>• 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>	<p><b>YEAR 7</b></p> <p><b>Relationships unit</b></p> <ul style="list-style-type: none"> <li>• <b>Understanding the nature and diversity of relationships marriage and family life.</b></li> </ul> <p><b>YEAR 8</b></p> <p><b>Relationships unit</b></p> <ul style="list-style-type: none"> <li>• <b>Understanding how intimate relationships develop and co-habitation and marriage.</b></li> </ul> <p><b>In both years signposted to where to report or seek advice on the internet.</b></p>	<p><b>RE GCSE course Marriage &amp; Family</b></p> <p><b>Sixth Form Assembly about how to access help and unhealthy relationships.</b></p> <p><b>Regular talks on domestic abuse.</b></p>
<p><b>Friendship</b></p> <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>• The 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> </ul>	<p><b>YEAR 7</b></p> <p><b>Relationships unit</b></p> <ul style="list-style-type: none"> <li>• <b>Understanding friendship, making new friends and dealing with conflict and bullying.</b></li> <li>• <b>Year 7 poster competition the power of the up-stander (reporting bullying).</b></li> </ul> <p><b>YEAR 8</b></p> <p><b>Safeguarding unit</b></p> <ul style="list-style-type: none"> <li>• <b>Understanding prejudice and discrimination</b></li> </ul>	<p><b>TUTOR TIME</b></p> <p><b>ASSEMBLIES</b></p> <p><b>Sixth Form – lectures on consent, stereotypes, stonewall – gender discrimination BLESMA Lecture on overcoming adversity and the impact of disability</b></p>

<ul style="list-style-type: none"> <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>	<p><b>YEAR 9 Citizenship Days</b></p> <ul style="list-style-type: none"> <li>• <b>Love Rocks NSPCC: Relationships and consent including how to recognise coercive behaviour and harassment.</b></li> </ul> <p><b>Citizenship Days</b></p> <ul style="list-style-type: none"> <li>• <b>Dealing with stereotypes: What is it like to be Refugee? Local Support Group.</b></li> <li>• <b>Stonewall session: Gender orientation and LGBT rights.</b></li> <li>• <b>Harvard University Discrimination Project</b></li> </ul>	
<p><b>Online and Media</b></p> <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> </ul>	<p><b>YEAR 9 Citizenship Days</b></p> <ul style="list-style-type: none"> <li>• <b>Love Rocks NSPCC: Relationships and consent including sharing intimate images.</b></li> <li>• <b>Prevent: On-line Radicalisation and Terrorism</b></li> </ul> <p><b>Citizenship Days</b></p> <ul style="list-style-type: none"> <li>• <b>Counter-terrorism talk including online risks and viewing harmful content. Funded by Police.</b></li> <li>• <b>Love Rocks NSPCC: Pornography and its impact and safe use of the internet.</b></li> </ul> <p><b>KS3 (new 2020)</b></p> <ul style="list-style-type: none"> <li>• <b>Critical analysis session delivered by librarian in School.</b></li> </ul> <p><b>KS3 Computer Science</b></p>	<p><b>Cumbria police funded plays: Chelsea’s choice. Luke Whitehouse Performance: Internet safety.</b></p> <p>Sixth Form – Talk by Cumbria police on radicalisation and online grooming Assembly on the impact of sharing information online</p> <p><b>IT GCSE</b></p> <ul style="list-style-type: none"> <li>• <b>Network security</b></li> <li>• <b>Impact of digital technology.</b></li> </ul>

<ul style="list-style-type: none"> <li>• how information and data is generated, collected, shared and used online.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social media/internet safety comic activity.</b></li> </ul>	
<p><b>Being Safe</b></p> <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>	<p><b>YEAR 8</b></p> <ul style="list-style-type: none"> <li>• <b>Consent in relationships</b></li> <li>• <b>Grooming</b></li> </ul> <p><b>Citizenship Days</b></p> <ul style="list-style-type: none"> <li>• <b>Yr9/10 NSPCC Love Rocks resources.</b></li> <li>• <b>Cumbria sexual health clinic talk on consent.</b></li> </ul>	<p><b>Police funded Chelsea's choice: Sexual Harassment, rape, abuse.</b></p>
<p><b>Intimate and sexual relationships including sexual health</b></p> <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 and menopause.</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</li> </ul>	<p><b>YEAR 7 &amp; 8</b></p> <p><b>Relationships unit</b></p> <ul style="list-style-type: none"> <li>• <b>Understanding positive and healthy characteristics in relationships.</b></li> <li>• <b>Understanding puberty and sexual development, and fertility.</b></li> </ul> <p><b>YEAR 9 Citizenship Days</b></p> <p><b>In house sexual responsibility session:</b></p> <ul style="list-style-type: none"> <li>• <b>Delivery of when are you ready for sex, understanding contraception, pregnancy and STI information.</b></li> </ul> <p><b>Citizenship Days</b></p> <ul style="list-style-type: none"> <li>• <b>Cumbria sexual health session</b></li> <li>• <b>Shades session (J Marrs) based on keeping safe (consent, alcohol and contraception).</b></li> <li>• <b>Cumbria Police: Drugs and their impact.</b></li> </ul>	<p><b>Supported in KS3 SCIENCE and GCSE Biology lessons on reproduction.</b></p> <p><b>Sixth Form</b></p> <p>Sexual Health Clinics and information available in sixth form on STIs School nurses have provided sessions on alcohol and the dangers Cumbria Police have done lectures on drugs and County Lines</p>

<p>condom use) and the importance of and facts about testing.</p> <ul style="list-style-type: none"><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>		
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## Appendix 2: By the end of secondary school pupils should know

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>
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>

TOPIC	PUPILS SHOULD KNOW
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>
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>

TOPIC	PUPILS SHOULD KNOW
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>

### 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	