



Relationship and sex education policy

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1. Aims

At Queensbridge, our mission is to equip students with the character, skills, and academic knowledge they require to live happy and fulfilled lives. We believe that RSE education plays a significant part in this in line our five school values.

The aims of relationships and sex education (RSE) 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
- Help students to build positive relationships of all kinds
- 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 maintained secondary school, we must provide RSE to all pupils under the [Children and Social Work Act 2017](#).

This policy should be read in conjunction with the following school documents:

- Safeguarding Policy
- Equality and Diversity Statement

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

3. Policy development

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
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

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 RSE 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/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. Where needed, pupils will be signposted to an appropriate agency for additional advice and guidance.

We share an overview of the curriculum on the school website, and will share all curriculum materials with parents and carers upon request.

6. Delivery of RSE

RSE is taught within our TfL (Toolkit for Life) curriculum where we strive to create a safe and supportive environment for pupils to question and learn from staff and their peers. These sessions also include the delivery of PSHE, Media Literacy and Digital Resilience, and Citizenship. Biological aspects of RSE may also be taught within the science curriculum.

Queensbridge School is committed to the provision of RSE to all pupils; the programme aims to respond to the diversity of cultures, faith and family backgrounds. This includes:

- Allocating provision and resources to ensure that pupils with Special Educational Needs are supported to access the content

- Dealing honestly and sensitively with issues around sexual orientation, answering appropriate questions and offering support where necessary. (Homophobic, biphobic and transphobic bullying is dealt with strongly and sensitively in line with the school's Anti-bullying Policy).

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

These areas of learning are taught within the context of family life, taking care to ensure no stigmatisation of children based on their home circumstances. For example, families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures. In addition, we are committed to an awareness that some children may have a different structure of support around them such as looked-after children or young carers.

We will be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

We aim to equip pupils to be make responsible decisions, contributing positively to their wellbeing and their decisions in later life. We believe that TfL builds character and helps pupils to navigate the most critical opportunities, challenges and responsibilities they will face growing up.

6.1 Inclusivity

We will teach about these topics in a manner that:

- › Considers how a diverse range of pupils will relate to them
- › Is sensitive to all pupils' experiences
- › During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We also understand that it is sometimes necessary to support students in smaller group or 1-2-1 sessions.

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources

- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Should we use external organisations or materials, we will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - 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
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

8. Roles and responsibilities

8.1 The governing board

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

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

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from the 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 understanding

- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents/carers wish them to be withdrawn

Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Mrs. L Begum is the Head of Department for the TfL curriculum and Mrs A Lee is the Assistant Headteacher with strategic oversight.

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/carers have the right to withdraw their child from the non-statutory/non-science 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.

Parents wishing to withdraw their child are invited to see the Headteacher or a lead for the RSE curriculum. This meeting will be to discuss their concerns and discuss any impact withdrawal may have on their child.

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

10. Training

Staff teaching RSE are trained on the delivery of RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the school Senior Leadership team through QA activities. These could include learning walks, book monitoring and conversations with pupils and teachers.

Pupils' development in RSE is monitored by class teachers.

This policy will be reviewed by Mrs A Lee annually. At every review, the policy will be approved by the governing board.

12. Child Protection/ Confidentiality

Effective RSE might bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Appendix 1: Curriculum map - RSE

	UNIT 3 OF TFL	UNIT 5 OF TFL
YEAR 7	<p>To explore the features of healthy and unhealthy relationships</p> <p>To describe what commitment to others and oneself means and looks like</p> <p>To understand how consent is given</p>	<p>To know how emotions are affected by puberty?</p> <p>To develop skills to manage relationship conflict in families</p> <p>To recognise the qualities of healthy and unhealthy relationships, including online behaviours.</p>
YEAR 8	<p>To identify common features of healthy relationships</p> <p>To understand the term bullying and its different forms</p> <p>To understand how consent impacts our everyday life</p>	<p>To know how to develop realistic and healthy relationship values and expectations</p> <p>To know how to challenge unrealistic relationship expectations</p> <p>To understand and respect the spectrum of gender identities and sexual orientations.</p>
YEAR 9	<p>To recognise when consent has been given, not given and withdrawn</p> <p>To understand the benefits of delaying sex and to recognise how I'll know when I'm ready</p> <p>To know what makes a healthy relationship (This topic includes sexual violence.)</p>	<p>To know about sexual health, the potential consequences of sex and the ways to reduce risk.</p> <p>To be able to name different types of contraception and how they work.</p> <p>To know how to manage the end of an intimate relationship</p>
KS4	<p>To know common difficulties during pregnancy and how to keep healthy</p> <p>To understand pro-life and pro-choice arguments</p> <p>To identify and explore risks, myths and facts associated with FGM</p>	<p>To outline the role of intimacy, readiness, and pleasure in consensual relationships</p> <p>To explore pornography and its impact on understanding consent</p> <p>To know how seeking consent through pressure and coercion is wrong and how to manage pressure to consent</p>

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/carers 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

