



Queen Elizabeth Grammar School

| | |
|--|---|
| Document Reference | QEGS RSE Policy |
| Version Number | V1.02 |
| Author/Lead Job Title | Jim Palin Deputy Head |
| Consultation | James Jones, K35 PSHE Sarah Roberts KS4 PSHE Mike Beresford, KS4 PSHE Deborah Rogers, KS2 PSHE |
| Checker Person Name / Title Quality Assurance | Alistair McKinlay, Chair of QEGS GEC |
| Name of Approver / Committee Date Approved | Gov. Board 21.03.2024 |
| Date of Next Review (Annually) | March 2025 |

VALIDITY – Policies should be accessed via FireFly to ensure the current version is used.

CHANGE RECORD (Annually)

| Version | Date | Change details |
|----------------|---------------|--|
| V1.01 | February 2022 | Jim Palin, Review |
| V1.02 | March 2024 | Jim Palin, Review / rewrite making a 'through school' policy |

To be published on the following:

| | | | |
|---------------------|----------|-----------------------|----------|
| Staff shared | X | School website | X |
|---------------------|----------|-----------------------|----------|

QEGS Relationships and Sex Education (RSE) Policy

1. Background

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Relationships and sex education (RSE) at QEGS is the continuation of a lifelong learning process about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip our boys with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

All of this content should support our wider work in helping to promote pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty.

This policy was developed by the Personal, Social, Health and Economic Education (PSHE) Development Group, through a variety of consultation methods. A wide range of views were taken into account when developing this policy and the RSE programme. It reflects parental consultation and the views of pupils. Importantly, our work in this area is also underpinned by the School Values, and in particular, "Care", where explicit reference is made to the importance of kindness and honesty, and of valuing and celebrating the fact that we are all different.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being. This is underpinned by the school's ethos of nurturing the growth in young people of respect, responsibility, kindness and individuality, and our stated aims of upholding high standards of personal behaviour and the development of a moral compass which nurtures the qualities of tolerance, altruism and understanding of others.

The intended outcomes of our programme are that pupils will learn about:

- different types of relationships, including friendships, family relationships, intimate relationships,
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

2. Roles and responsibilities

The RSE programme will be led by the respective PSHE coordinators for each Key Stage (2-5), who are responsible for developing the schemes of work taught across the key stages, and for ensuring the programme is fit for purpose. The RSE sessions within PSHE will primarily be taught by form tutors or the respective coordinator at Key Stage 2 and 3, and by specialist teachers at key stage 4 and above. The delivery of sensitive content will be supported with the engagement of external speakers from a variety of different external agencies at all Key Stages, including the NHS, and we also involve the School Nurse.

Staff are responsible for:

- Ensuring a safe learning environment
- Delivering RSE in a sensitive way
- Modeling 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

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our School Values at all times: Care, Contribute and Aspire.

3. Legislation (statutory regulations and guidance)

Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

- Promote the wellbeing of pupils at the school

Department for Education statutory guidance sets out what must be delivered by schools and during the primary secondary school phases, this guidance can be read here:

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education - GOV.UK](#)

This policy should be read in conjunction with:

- [QEGS PSHE and SMSC Policy](#)
- [QEGS Mental Health and Wellbeing Policy](#)
- [WGSF Safeguarding and Child Protection Policy](#)
- [WGSF Equal Opportunities Policy](#)

4. Curriculum design

RSE is primarily taught within the school's personal, social, health and economic education curriculum. Biological aspects of RSE are taught within the science curriculum. Relationships education is also taught as part of the religious studies curriculum.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

High quality resources will support our RSE provision and will be regularly reviewed by the PSHE co-ordinators and Development Group. Learning about relationships and sex education in PSHE education lessons will complement learning in academic subjects such as religious studies and english.

Any new topic in PSHE will be introduced taking into account pupils' prior knowledge. Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfire. Pupils will be reassured that the majority of young people make positive healthy lifestyle choices. Pupils are helped to make connections between PSHE education and their 'real life' experiences.

An overview of the learning objectives in each year group can be found within the PSHE handbook. Pupils will be encouraged to reflect on their own learning and progress at the end of each lesson.

5. Safe and Effective practice

PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils who indicate that they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the Foundation's Safeguarding and Child Protection Policy.

6. Safeguarding

Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may need to be disclosed to the Safeguarding team and any disclosures made will be handled in line with the Foundations' Safeguarding and Child protection Policy.

Pupils are made aware of counselling and information services both in and out of school and offered appropriate support where necessary.

7. Engaging stakeholders

The policy will be available to parents through the school website. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support via the school's Firefly page.

We will notify parents when Relationships and Sex education will begin in Key Stage 2 and Key Stage 3 by letter. Parents' have the **right to withdraw** their children from the non-statutory sex education components of RSE at Key Stage 2 and Key Stage 3 but the school will try to engage and work with parents and, where necessary, share resources and examples to try to reassure parents.

Parents will **not** be able to withdraw their child from relationships education. Parents can identify when RSE is being covered within the PSHE scheme by referring to the PSHE overview document on the school website. Requests for withdrawal should be put in writing and addressed to the Head or senior pastoral staff. The school will keep a record of all such requests. The Head or his representative will discuss the request with parents and take appropriate action. It is hoped that most parents will see the advantages of well planned and resourced RSE in a safe learning environment. Appropriate alternative work will be given to pupils who are withdrawn from RSE.

8. Monitoring, reporting and evaluation

The provision of PSHE and RSE is evaluated regularly through a range of different strategies. These include:

- Parental consultation and feedback exercises
- Pupil questionnaires and feedback within PSHE
- Pupil Voice meetings
- Regular PSHE development Group meetings
- In response to bulletins and information shared with the school, for example by the Local Safeguarding Children Partnerships.

Teachers will critically reflect on their work in delivering RSE against the stated learning objectives. Any difficulties with the resources or lesson plans will be brought to the attention of the PSHE co-ordinator, who will review and amend or update as required.

Pupils' knowledge and understanding will be assessed through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations. Pupils' application of knowledge and skills will also be assessed through wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending planned learning activities, and as such they are encouraged to provide feedback on the lessons and tasks therein.

9. RSE policy review date

This policy will be reviewed annually by the school PSHE Development Group.