



Queen Elizabeth Grammar School

Document Reference	QEGS RSE Policy
Version Number	V1.04
Author / Lead / Job Title	Natalie Phillips Head of PSHE (Senior) and Vanessa Hutchinson PSHE Lead (Junior)
Consultation	
Checker Person Name / Title	Penny Plumpton, Chair of Education Committee
Quality Assurance	
Name of Approver / Committee	Education Committee
Date Approved	12.11.2025
Date of Next Review (Annually)	November 2026

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
V1.03	September 2024	Reviewed Jim Palin
V1.04	Oct 2025	Reviewed by N Phillips and V Hutchinson

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 pupils 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 how to recognise unhealthy relationships
- how relationships may affect health and wellbeing, including mental health
- healthy relationships and safety online
- 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 Stages 4 and 5. 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 [Education and Inspections Act 2006](#) placed a duty on Governing Bodies to promote the wellbeing of pupils at the school.

The [DfE RSE and Health Education Statutory Guidance](#) sets out what must be delivered by schools and during the primary secondary school phases.

This policy should be read in conjunction with:

- [QEGS PSHE and SMSC Policy](#)
- [WGSF Mental Health and Wellbeing Policy](#)
- [WGSF Safeguarding and Child Protection Policy](#)
- [WGSF Equal Opportunities Pupils 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. 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 attempting to scare or shock young people into making healthy choices rarely works and can 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 [WGSF 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 [WGSF 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 Firefly.

We work closely with parents to ensure they are fully aware of what is being taught and provide additional resources and support through the pastoral and PSHE pages on the school's virtual learning platform, Firefly. Parents are welcome to discuss particular topics with the Head of PSHE via email or telephone and can request further information about specific subject content.

Parents are contacted via letter before any notable RSE lessons are taught i.e. in Year 9 and Year 10. The topics covered are outlined and all parents are given the opportunity to request to withdraw their daughter from the sex education lessons. Parents who wish to withdraw their child from Sex Education will be contacted by the Head of PSHE to discuss their concerns and a decision will be made in consultation between the parents and the school. Records of this request will be kept by the school. 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.

Parents can withdraw their child from some or all of the lessons surrounding Sex Education. Relationships and Health Education is compulsory therefore all pupils attend lessons which are categorised as Relationships and Health Education.

The school respects the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive Sex Education rather than be withdrawn, we will make arrangements to provide the child with Sex Education during one of those terms.

In the Junior section parents are sent information about the content of RSE lessons and when they will be taught.

The statutory relationships and sex education content is taught from Year 3 to Year 6 as stated in the [DfE guidance](#). This includes, for example, body changes and puberty at an age appropriate level. The Year 3 to Year 5 RSE curriculum does not contain any non-statutory content, therefore parents do not have the right to withdraw their child.

The Year 6 curriculum contains some elements of the non-statutory guidance - conception / sexual intercourse. Parents have the right to withdraw their child from only these elements of the RSE lessons. The initial communication with parents outlining the content of the RSE programme will provide an opportunity to request withdrawal, though this request can be made at any time up to the delivery of the lesson. These concerns will be discussed with the Director of Pupils. Parents will be encouraged to not withdraw their child from the lessons, but their decision will be respectfully enacted.

Human reproduction, taught in Year 6 Science, will be in line with the factual description of conception in the science curriculum and pupils can not be withdrawn from these lessons.

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 Partnership.

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 Head of PSHE Co-ordinator / PSHE Lead, 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 and 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 pupils are encouraged to provide feedback on the lessons and tasks therein.

9. External guests

The involvement of health professionals is encouraged within the RSE Programme. This is to support the work of teaching staff and to present community views on various topics.

Teaching of topics by Health professionals will be in line with the WGHS curriculum. Resources created and used by the health professionals will be seen by the Head of PSHE before the lesson is taught and are available to parents on request.

All guests will be DBS checked and will be accompanied by the teacher.

10. Content

Year	Content
3	• Coping with feelings when things change. • PANTS - keeping safe from abuse. • My body belongs to me.
4	• Good hygiene. How to take care of yourself as you get older. • PANTS. Discussion based about keeping safe from abuse. • What is puberty? • Discussion based on how our bodies change as they enter puberty.
5	• Don't panic about puberty video/discussion. • Puberty and emotions. • Key facts about puberty and changes in our body inc. menstruation. • Puberty and emotions. • How to recognise and manage emotions.
6	Week 1 • Describe life cycles in plants and animals. • Describe the main stages of the human life cycle. • Describe the body changes that happen when a child grows up. • Know that during puberty the body changes from a child into a young adult. • Understand why the body changes in Puberty. • Know that each person experiences puberty differently. • Explore the emotional and physical changes that occur during puberty. Week 2 • Identify the internal and external organs associated with reproduction (Male and Female) • Describe how to manage periods and wet dreams. • Consider reproduction in the context of relationships. • Understand the process of conception and pregnancy from a scientific point of view (eggs, sperm, etc.). • <i>Contraception may also be discussed in this session, should it be raised in a question.</i>

	Week 3 • Know about the main stages of pregnancy, birth and responsibility of babies. • Understand why mothers should try to keep healthy during pregnancy. Week 4 • Stereotypes and body image. • Know that everyone is different and there is no 'right' way to look. Two lessons are delivered by the school nurse and others are delivered by the science teacher.	
7	Safe and respectful relationships	• Why is trust important? • Kindness and empathy. • Bullying or banter - knowing the difference. • Dealing with friendships breaking down. • Challenging stereotypes. • safe use of social media groups. • Protected characteristics. • Online influencer marketing. • Forming positive relationships. • British Values.
8	Safe and responsible use of the internet	• Exposed - looking at the consequences of asking for and sending 'nudes'.
	Relationships in the community	• Age of criminal responsibility • hate crime.
9	Safe relationships	• What makes a gang, a gang? • What are the links between gaming and grooming? • County lines. • What is victim support? • What do we mean by intimidation? • It's not ok - grooming and sexual abuse. • What is sexism? • Relationships and consent - what are the characteristics and positive aspects of a healthy relationship? • Laws relating to sex and relationships. • Contraception - what is it? How effective is it and where could someone get it from? • Condom demonstration. • What is an STI and how can they be prevented and treated?
	Sex and relationships education delivered by Spectrum health	
10	Safe relationships	• Relationships and decision making when under the influence of drugs

	Sex and Relationships education	- and alcohol. • How drugs affect the wider community of people. • Emotional abuse in relationships. • Incel culture. • The effects of pornography. • Contraception, STI and consent in a relationship recap delivered by Spectrum. • FGM.
11	Extreme behaviour Safe relationships Online relationships	• Valuing diversity in Britain. • Understanding and preventing extremism. • identifying radicalisation. • Identifying unhealthy relationships, including stalking. • The difference between forced and arranged marriage. • How to be a positive influence in drug education. • Online sexual harassment. • AI - deep fakes and identifying a person's own relationship with AI.