



## **RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY**

### **AIMS OF RELATIONSHIPS AND SEX EDUCATION (RSE)**

“The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed” (DfE: Relationships, Sex and Health Education Guidance, 2019)

Queen Mary's High School believes that the Relationships and Sex Education (RSE) within school will supplement the already good quality conversations happening in the child's home. We believe it is within the entitlement of all pupils and is an integral part of each pupil's journey into adulthood.

In preparing the RSE content for this school we have borne in mind the wide ranging cultural and religious beliefs of our pupils and school community.

#### **We Aim:**

- to present factual information in an objective, balanced and sensitive manner set within a clear framework of values.

- to foster self esteem and an understanding that the individual is in charge of and responsible for his or her own body.

- to nurture the skills which enable informed decision making.

- to encourage students to manage their relationships in a responsible and healthy manner recognising the physical, emotional and moral implications and risks of some behaviours.

The aim of this policy is to communicate clearly to parents, staff, pupils and visitors the way in which RSE will be delivered in this school.

### **MORAL AND VALUES FRAMEWORK**

Students will be encouraged to appreciate the value of stable family life and long-term loving and caring relationships. They will consider the importance of self-restraint, dignity, respect for themselves and others, sensitivity towards the needs and views of others, loyalty and fidelity. They will be made aware of the need to recognise and accept responsibility in all matters but particularly in their relationships and sexual behaviour.

### **CONTENT**

The content of the RSE programme at Queen Mary's High School has been devised to comply with the latest statutory guidance on Relationships, Sex and Health Education set out by the government in 2019. RSE is taught within the PSHCEE curriculum. Biological aspects of RSE are taught within the Biology curriculum. At times, some aspects of the RSE content will be covered in other subjects across the school, for example but not limited to Religious Studies and Computer Science.

## 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.**

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

## RSE CONTENT

Below is an example of the proposed RSE content to be taught across PSHCEE and Biology. At times it may be necessary to slightly amend the order of topics or to add additional information as the need arises. The Biology content is statutory as it forms part of the UK National Curriculum for Science (2013).

	<b>PSHCEE</b>	<b>Biology</b>
<b>Year 7</b>	<ul style="list-style-type: none"> <li>- Healthy and unhealthy friendships</li> <li>- Consent around unwanted physical contact within a friendship.</li> <li>- Bullying</li> <li>- Body changes in girls and boys at puberty including implications for personal hygiene</li> <li>- Biological sex and gender</li> <li>- Menstruation; when, why, what happens, how to cope practically and emotionally.</li> <li>- Brief mention of menopause.</li> <li>- Different types of menstrual products</li> <li>- Understanding of having control over their own bodies. This includes an awareness of Female Genital Mutilation (FGM) and the law.</li> <li>- Naming internal and external parts of the reproductive system</li> </ul>	<ul style="list-style-type: none"> <li>- Naming the external and internal parts of the male and female reproductive system.</li> <li>- Functions of the reproductive organs.</li> <li>- How sexual intercourse leads to the formation of an embryo,</li> <li>- How a small baby is fed in the first few months.</li> <li>- Details of the menstrual cycle and hormonal control.</li> <li>- IVF treatment</li> <li>- How a baby grows into a child and how a child then becomes sexually mature through puberty.</li> <li>- Physical changes which take place during adolescence in both girls and boys.</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>- LGBTQ+ terminology</li> <li>- Different types of family including reference to LGBTQ+ families.</li> <li>- Changing relationships within the family.</li> <li>- Healthy and unhealthy family relationships, with reference to domestic abuse.</li> <li>- Dealing with conflict in the family</li> <li>- Discuss the need for honesty, good communication and careful listening in successful relationships</li> <li>- Talk about maintaining healthy relationships at home, with others</li> <li>- Internet safety and digital footprints including posting online and sending indecent images.</li> </ul>	

<b>Year 9</b>	<ul style="list-style-type: none"> <li>- Friendships - respect and dealing with conflict</li> <li>- Healthy and unhealthy relationships</li> <li>- Romantic and sexual relationships including LGBTQ+ relationships consent</li> <li>- Laws surrounding sexual activity</li> <li>- Peer pressure</li> <li>- Teenage sexual activity – a choice not a requirement</li> <li>- Choices in a developing relationship and the consequences of choice</li> <li>- Contraception: detailed information on each form of contraception plus practical demonstrations of using a condom</li> <li>- Sexually transmitted infections: What is a STI?, what are the common types of STI?, signs and symptoms, treatment, prevention</li> <li>- The impact of viewing pornography (e.g. unrealistic views of relationships)</li> </ul>	
<b>Year 10 / 11</b>	<ul style="list-style-type: none"> <li>- Child Sexual Exploitation (CSE) and grooming</li> <li>- Healthy and unhealthy romantic relationships</li> <li>- Internet safety</li> <li>- Types of contraception</li> <li>- Pregnancy choices including abortion, adoption and being a teenage parent</li> <li>- Fertility, miscarriage and menopause.</li> <li>- Types of marriage including same sex, arranged and forced marriage.</li> <li>- Honour based violence, domestic abuse, assault, harrasment and rape.</li> <li>- Period poverty and menstrual products.</li> </ul>	<ul style="list-style-type: none"> <li>- Steps of IVF and how hormones can be used to increase the chance of pregnancy.</li> <li>- How the HIV (virus) destroys white blood cells, leading to the onset of AIDS</li> <li>- How pregnancy testing works.</li> <li>- Stages of the menstrual cycle, including the roles of the hormones oestrogen and progesterone, in the control of the menstrual cycle</li> <li>- How hormonal contraception influences the menstrual cycle and prevents pregnancy</li> <li>- Hormonal and barrier methods of contraception.</li> </ul>

Throughout these courses there are areas of overlap. In general Biology will deal with the biological and physical aspects of RSE whilst PSHCEE will concentrate on the emotions, choices, risks and responsibilities.

PSHCEE lessons take place throughout the year for Years 7-10 and on a range of topics as well as RSE. Throughout the year, Year 7 receive 3 lessons per fortnight, Years 8 and 9 both receive one lesson per fortnight. Year 10 receives two lessons per fortnight. Some aspects of PSHCEE are delivered through enrichment sessions where students are off timetable and these may be delivered by trusted external agencies. Some aspects of PSHCEE are also taught through Form Times, however sensitive topics within RSE will not be covered this way.

PSHCEE lessons include a variety of topics and not just RSE. Curriculum overviews are available on the school website for you to view the full range of content that students will be taught in these lessons.

### **EQUAL OPPORTUNITIES**

In accordance with the school's Equal Opportunities Policy each pupil will have equal access to our Relationships and Sex Education Programme regardless of ethnic origin, colour, religion, ability, disability or social background.

The programme and teaching styles will be sensitive to the beliefs, culture, life-style, attitudes and values of all students and their families.

### **ORGANISATION OF RELATIONSHIPS AND SEX EDUCATION AT QUEEN MARY'S HIGH SCHOOL**

- a. Policy decisions in this area are the responsibility of the Local Governing Body. Overall management of RSE rests with the Head Teacher and those given delegated responsibility by her. The Subject Leader of PSHCEE co-ordinates RSE throughout the school and is responsible for the overall planning, implementation, evaluation and review of the programme.
- b. The programme will be delivered by members of the PSHCEE teaching team, members of the Biology Department and outside speakers as well as other teaching or support staff as appropriate. Staffing requirements will be considered on an annual basis.
- c. All staff required to deliver aspects of the Relationships and Sex Education programme will receive appropriate training and support. This may involve sharing methodology and observing classes within their department and/or attending relevant courses provided by outside agencies.
- d. Outside speakers from established, recognised agencies will be used as appropriate. They will be made aware of our RSE policy and will make their input only after careful negotiation with the Subject Leader of PSHCEE, the Subject Leader of Biology or their delegate. Lessons delivered by visitors will be observed by an appropriate member of staff who will intervene if necessary.
- e. Teaching materials and approaches will be varied and appropriate to the needs and age of pupils. They will conform to the overall requirements of section 46 of the 1986 Education Act relating to moral considerations and the value of family life.

Delivery of Relationships and Sex Education will be through planned sections of the PSHCEE and Biology programmes.

Moral and ethical issues may arise from apparently unrelated topics in other curriculum subjects. As long as any discussion takes place within the context of the subject, it will not be deemed to be part of the RSE programme and will therefore not be subject to the parental right of withdrawal.

Appropriate questions of a general nature will be answered for the whole group and discussion will be encouraged. Inappropriate questions, e.g. those of a directly personal nature, will be addressed later with the individual questioner on a one to one basis.

- f. RSE at Q.M.H.S. will be evaluated regularly to ensure that correct, factual information is being effectively conveyed to students and that this is being done sensitively within the moral and values framework. Knowledge delivered in the Biology programme will be tested by examination. Every two years, students across KS3 and KS4 will provide feedback about the PSHCEE curriculum. The Subject Leader of Biology and the Subject Leader of PSHCEE will be responsible for the collation information and will review and amend programmes accordingly in consultation with the Head Teacher. Expert advice will be sought where necessary. Any significant changes will be reported to the Local Governing Body.
- g. Resources are selected from commercially available materials or are produced by teaching staff to be appropriate to the age and needs of the pupils and the aims and objectives will need updating regularly in order to ensure that information is accurate. A wide range of teaching materials is available for use by staff and may be inspected by parents or visitors by arrangement with the Subject Leader of PSHCEE or Subject Leader of Biology.
- h. Liaison with Primary schools to facilitate continuity and development is desirable but the large number of feeder schools from a very wide area makes this difficult. National Curriculum requirements and the statutory guidance for Relationships, Sex and Health Education in the Primary sector are taken to be the knowledge and skill base of new entrants.

## **SPECIFIC ISSUES**

- a. Wherever possible staff-pupil confidentiality will be respected both individually and in the classroom. All staff, teaching and non-teaching, are however to be made aware of the current legislation applying to the issue of contraceptive advice to the under 16s. Any student seeking individual, specific advice on contraception or disclosing pregnancy will be strongly encouraged to seek support and guidance from her parents and/or from appropriate Health Service professionals. Pupils under 16 must be made aware that any disclosure of an existing or imminent sexual relationship cannot legally remain entirely confidential between the pupil and the individual member of staff but must be reported to the

Designated Safeguarding Lead (Mrs Connell). If such disclosure occurs, the student must be offered sensitive and appropriate support and may be advised of other sources of confidential help. The DSL in consultation with the Head Teacher will decide whether to inform parents. As general information on methods of contraception and providers of confidential advice on contraception and pregnancy is included in the RSE programme in both KS3 and KS4, it is hoped that individual pupils will not subsequently need to seek such advice from school staff.

- b. Staff and pupils must be made aware that disclosure or suspicion of sexual or other abuse **MUST** be reported immediately to the Designated Safeguarding Lead, Mrs Connell according to the school's child protection procedures. In the absence of Mrs Connell staff should report the issue to the Deputy Designated Safeguarding Lead, Mrs Plimmer, to Dr Bruton or the Deputy Head Teacher.
- c. Any complaint about the RSE programme or its teaching must be made to the Head Teacher in writing. If necessary, the Head Teacher will report the complaint to the Local Governing Body which will take appropriate action.

## **WORKING WITH PARENTS**

We want to work in partnership with parents in preparing their children for adult life. We share the DfE's view that "parents and carers are the prime educators for children on many of these matters". We therefore envisage the content taught in school to be supplementary to discussions that parents may already be having with their children.

The RSE policy will be available for parents to view on the School Website. Curriculum overviews for PSHCEE and Biology at KS3 and KS4 will also be provided on the School Website. Parents may wish to use these as a guide to discussing RSE topics with their child at similar points. Suggested resources and websites may be highlighted to parents as potential sources of information to use with their child to discuss sensitive topics within RSE.

Throughout the programme, pupils will be encouraged to talk with their parents and to regard them wherever possible as mentors and confidants.

Parents have been consulted on the RSE policy and given an opportunity to provide comments to the Subject Leader for PSHCEE. Years 9-12 students have been consulted about their PSHCEE suggestions and comments. Comments and suggestions made by parents and students are taken into consideration, but ultimately the design of the curriculum and policy rests with the school.

When content related to Sex Education is to be covered in school, parents will be provided with a letter reminding them of their right to withdraw their child from certain aspects of the course. Parents have the right to withdraw their children from the non-statutory and 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.

Queen Marys High School is aware that there is a lot of overlap between the Relationships, Health and Sex education content. All of this content must be taught but some aspects of solely Sex Education can be withdrawn from. We have consulted with multiple professionals and agencies to define the specific Sex Education in PSHCEE as content related to:

- Resisting pressure and waiting for the right time
- Contraception
- Sexually Transmitted Infections (STI's)

All other content is statutory as it is related to safeguarding the safety and wellbeing of our pupils. All content in Biology is also statutory.

As topics do overlap, there may be non sex education lessons where reference to these topics may occur from student questions, these will be answered in a sensitive manner and will not be considered as part of the Sex Education to withdraw from.

Parents are advised to consider the benefit of their child receiving this education in the classroom by a professional teacher and with objective and factual information rather than from other less reliable sources such as the internet or their peers.

A letter will be sent to parents in advance of any Sex Education lessons that will be taking place. This will outline what content will be taught and give a deadline for any withdrawal request. Requests for withdrawal should be put in writing to the Head Teacher, stating your child's name, class and reasons for removing your child from the lessons. You may be contacted by the Head Teacher or Subject Leader to discuss these reasons before permission is granted for your child to be excused from these lessons.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

### **DISSEMINATION OF THE POLICY**

- a. The policy is sent to all members of the governing body and is available on the school website for parents, OFSTED or other visitors.
- b. The policy is also readily available to all members of staff.
- c. After approval by the Governors, a summary of any new policy RSE will be sent to the parents of all pupils currently attending the school and the information for staff will be amended as required.

### **PROCEDURES FOR POLICY MONITORING**

The full policy and the summary will both be reviewed biennially by the Subject Leader of PSHCEE and the Subject Leader of Biology in consultation with the Head Teacher and the governor who has a RSE monitoring brief. It will be up-dated in line with any new legislation and evaluation findings. The full governing body will be subsequently informed of and asked to approve any changes. All copies of the policy will be duly amended.

#### **Note 1**

Other policies which have relevance to Relationships and Sex Education are:

Equal Opportunities  
Anti-bullying  
Safeguarding  
Internet Safety

#### **Note 2**

Subject Leader of PSHCEE - Miss Ayres  
Subject Leader of Biology - Miss Bailey

#### **Note 3**

Policy reviewed in September 2020

