Queen Elizabeth's Grammar, Alford
A Selective Academy

Relationships and Sex Education Policy

At Queen Elizabeth's Grammar, Alford the name persons with responsibility for the RSE Policy are:

Designated Safeguarding Lead (DSL)	Miss B Allen
Deputy Designate Safeguarding Lead (DDSL)	Mr G Thompson
Safeguarding Governor	Mr P Rigarlsford
Pastoral Lead	Mrs W Hirons
Heads of School	Mr J Felton, Mr N Stone & Mr P Lavender

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This policy covers Queen Elizabeth's Grammar School (QEGS) whole school approach to Relationships and Sex Education (RSE).

We believe that RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being.

QEGS believes that children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding our core value of mutual respect in our school and its commitment to equality and celebration of difference.

This policy was produced in consultation with our staff, board of governors, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance.

We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils.

The policy should be read in conjunction with other relevant policies: Anti-bullying Policy, Behaviour Policy, Child Protection and Safeguarding policy, PSHE, Science curriculum documents and ICT Acceptable Use Agreement

Equality, inclusion and social justice

Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach. (RSHE Guidance, p14)

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice.

Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

We are also committed to an RSE that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGB inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE. We will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010 at QEGS.

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Definition of relationships and sex education

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. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. (RSHE Guidance)

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. (Sex Education forum)

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

To cover the curriculum content outlined in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- Realise their health (including sexual health), wellbeing and dignity

- Build self-esteem and self-worth

- Explore and value their personal and sexual identity and the personal/sexual identities of others

- Understand family structures, committed relationships and the legal status of different types of long-term relationships

- Manage and explore difficult feelings and emotions

- Consider how their choices affect their own wellbeing and that of others

- Develop as informed and responsible citizens

- Understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RSE does not encourage early experimentation but that it builds a young person's confidence and self-esteem and helps them to understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in reducing unprotected sex and unwanted pregnancy and reducing harmful behaviour such as sexual harassment and violence.

Subject content

The curriculum content is developed by the pastoral team at QEGS in conjunction with the views teaching staff and parents and pupils.

We will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance published by the Department of Education.

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All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

Parents do have the right to request their son/daughter be exempt from attending sex education lessons. Any such request should be made in writing to the Headteacher. All other aspects of the RSE curriculum are compulsory.

Subject delivery

RSE will be delivered mainly in weekly tutorial lessons as part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled lessons across all key stages. 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.

This is supplemented with work on sex in Biology and safety issues surrounding the use of the internet and social media taught in Digital Skills lessons.

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, LGB 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).

The pastoral team will work closely with colleagues in related curriculum areas (science, computing, PE and citizenship) to ensure a holistic and joined up approach to what is taught in RSE.

We also supplement learning through using a whole school approach and utilising time outside of the classroom, such as school assemblies, RS, Science and English.

RSE will address aspects of relationships and sex in an integrated way within a single topic. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content.

The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RSE.

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Monitoring

We regularly monitor our RSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need.

This policy will be reviewed by the Assistant Head (Pastoral) with SLT and the Governors on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made clearly communicated.

The Heads of School will monitor the implementation of the programme through lesson observations and 'drop-ins' and scrutiny of pupil work.

Roles and Responsibilities

The Governing Body

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

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/non-science components of RSE.

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.

Evaluation

Evaluation of our programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness.

The evaluation process involves structured and informal pupil and staff feedback to include:

- Teacher evaluation of lessons feedback via lower/middle/upper school meetings
- Lesson observation evidence
- Pupil evaluations

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Parents Right to Withdraw

Parents have the right to withdraw their children from the non-statutory 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.

Requests for withdrawal should be put in writing.

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TOPIC	PUPILS SHOULD KNOW
Families	1. That there are different types of committed, stable relationships 2. How these relationships might contribute to human happiness and their importance for bringing up children 3. 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 4. Why marriage is an important relationship choice for many couples and why it must be freely entered into 5. The characteristics and legal status of other types of long-term relationships 6. The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting 7. 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	1. 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 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships 3. 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) 4. 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 5. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help 6. That some types of behaviour within relationships are criminal, including violent behaviour and coercive control 7. What constitutes sexual harassment and sexual violence and why these are always unacceptable.

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TOPIC	PUPILS SHOULD KNOW
Online and media	1. Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online 2. 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 3. Not to provide material to others that they would not want shared further and not to share personal material which is sent to them 4. What to do and where to get support to report material or manage issues online 5. The impact of viewing harmful content 6. 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 7. That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail 8. How information and data is generated, collected, shared and used online
Being safe	1. 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 2. 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)
Intimate and sexual relationships, including sexual health	1. 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 2. 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 3. The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women 4. That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others 5. That they have a choice to delay sex or to enjoy intimacy without sex 6. The facts about the full range of contraceptive choices, efficacy and options available 7. The facts around pregnancy including miscarriage 8. 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) 9. 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 10. About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment 11. How the use of alcohol and drugs can lead to risky sexual behaviour 12. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

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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	

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APPENDIX 3: CURRICULUM MAP

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME
7	3	Respectful Relationships (2, 5, 6 & 7)
7	5	Online Media (1) Being Safe (2) Respectful Relationships (4) Families (7)
8	3	Families (1) Respectful Relationships (3)
8	5	Families (1) Respectful Relationships (3)
8	6	Being Safe (1 & 2) Online Media (1, 2, 3, 4, 5, 6, 7 & 8)
9	1	Respectful Relationships (1,2 & 6)
9	3	Families (2, 3, 4, 6 & 7) Respectful Relationships (1, 2 & 7) Intimate & Social Relationships (1, 2, 3, 4, 5. 6, 7, 8, 9, 10, 11 & 12)
9	5	Respectful Relationships (7)
10	3	Being Safe (1 & 2) Intimate and Sexual Relationships (1) Online Media (6 & 7)
11	3	Being Safe (2) Families (5 & 7) Respectful Relationships (6 & 7)
11	5	Being Safe (2) Intimate & Sexual Relationships (3 & 7)
12	2	Respectful Relationships (1) Consent (1) Facts about reproduction (3) Contraceptive choices (6) Intimate & Sexual Relationships including sexual health (?) STI's (10)
13	3	Consent (1) Intimate & Sexual Relationships online and offline (?) Media (1,2, 3 & 4) Alcohol & Drug influence (11)
13	4	Sexual Health (12)