



## **2g RELATIONSHIPS and SEX EDUCATION POLICY**

The term relationships and sex education (RSE) is used in this policy. Relationship and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

The Department for Education guidance on Relationships and Sex Education, published in June 2020, outlines the following overarching principles:

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The three main elements of RSE are:

### Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, sexual health, emotions and relationships
- Learning about contraception and a range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity and the benefits to be gained from such delay
- The avoidance of unplanned pregnancy

### Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas

### Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

The aim is to ensure that all pupils receive a comprehensive, well-planned programme of relationships and sex education during their time at Queen Mary's and to provide girls with the skills and knowledge to encourage moral regard and consideration for the values of family life and to enable them to formulate their own values and attitudes.

It is important to prepare girls for opportunities, responsibilities and experiences of adult life, by developing their self-esteem in the area of relationships in general, so that they can make informed, responsible choices about their own sexual behaviour now and in the future. This will take into account individual differences and beliefs.

It is the aim of Queen Mary's School to deliver relationships and sex education within the context of the Christian ethos of the school, and to encourage the spiritual, moral, social, intellectual, emotional and physical development of pupils within school and longer term within society as a whole.

At all times there are various key messages which will be reinforced.

- It is illegal for anyone under the age of 16 to be involved in a sexual relationship.
- It is quite normal not to be sexually active.
- A fulfilling sexual relationship is one that is enjoyed by two consenting adults in a loving, trusting and committed relationship.
- Becoming involved in a sexual relationship is an important decision, which should not be taken lightly. It is important that girls should not be swayed by the media or by peer pressure and should be in a position to make as informed decisions as possible.

Relationships and Sex Education will be taught within the PSHE programme. However, the topic is not dealt with in isolation, as much appears in other timetabled subjects, for example, Biology and Religious Studies.

Biology and Religious Studies deal with factual delivery and discussion. PSHE, in addition to providing factual information and a framework for girls to develop their own moral code (in the context of the school's ethos), provides the opportunity for pupil-led questioning and discussion of issues of interest and concern. Topics will be delivered sensitively, by tutors or other staff who feel comfortable with the subject, and within full discussion of the Law, in general, and the Age of Consent, in particular. The physical, moral, emotional and health implications of sexual behaviour are recognised. Fact and opinion are clearly differentiated.

The Head of PSHE is responsible for planning the content of the PSHE sex education course for the various years within the school. This links with the sex education covered in Biology and Religious Studies, which is the responsibility of those departments.

Relationships and Sex Education will be taught by specialist members of staff, aided by the School Nurse where appropriate.

Relationships and Sex Education will be taught using a variety of teaching methods, formal and informal, discussion and questioning, whole class and small group work. Members of staff should not be drawn into discussion of their own personal experiences. Answers to questions should always be handled factually and in the third person, reinforcing the moral and values context outlined above, as appropriate. Human sexuality should not be isolated from other aspects of life. Topics such as

homosexuality, homophobia, gender, consent and criminal sexual exploitation may also be discussed in sensitive and inclusive ways where appropriate.

Pupils are made aware that most information will be treated as confidential. However, they should also be told that if there is any questioning that gives members of staff cause for concern, this will be explored with the girl directly and the concerns will be referred to the appropriate person / agency, if deemed necessary. Such issues would include suspected sexual abuse.

Staff are trained on the delivery of RSE as part of their induction and as part of their continuing professional development. The Head / Head of PSHE may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff as well as assist in the teaching of RSE.

Parents are made aware of what is being taught in PSHE at the start of each academic year and are encouraged to contact the school if they have a cause for concern regarding the content.

As per the Relationships and Sex Education government documentation, Parents have the right to withdraw their children from some or all of the 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 and addressed to the Head. A copy of withdrawal requests will be placed in the pupil's educational record. The Head will discuss the request with parents and take appropriate action. Alternative work may be given to pupils who are withdrawn from sex education.

Good practice is also likely to include the Head discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Any parental complaints should be addressed, in writing, to the Head.

This policy is readily available for members of staff to read and refer to. Parents are made fully aware of the fact that sex education is taught and the policy is available on the parent portal.

The Head of PSHE will review the policy with appropriate staff as agreed with the Deputy Head.

Head of PSHE/Deputy Head: Victoria Potter/Debbie Hannam Walpole

Reviewed On: November 2021

Next Review Date: November 2022

Appendix A

Content

Queen Mary's School follows the PSHE Association Scheme of Work (Thematic model)

**PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL**

Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing			
Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe	
<b>Year 1</b>	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
<b>Year 2</b>	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
<b>Year 3</b>	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
<b>Year 4</b>	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
<b>Year 5</b>	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
<b>Year 6</b>	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

## SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
Year 8	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks
Year 9	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Employability and online presence
Year 10	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work
Year 11	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	