



Relationships Education and Relationships, Health and Sex Education Policy (Senior and Junior Schools)

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1 Introduction

- 1.1 The School believes that effective relationships education and relationships and sex education (RSE) is essential for young people to make responsible and well-informed decisions throughout their lives. The aim of relationships education (and relationships and sex education) is to help prepare pupils for the opportunities, responsibilities and experiences of adult life, as well as to support and navigate relationships developed throughout childhood and adolescence. The School recognises that to embrace the challenges of creating a happy and successful life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-efficacy. These subjects should support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- 1.2 The School recognises that the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The School's relationships education and relationships and sex education programme is intended to complement and support the role of parents and carers in educating their children about sexuality and relationships.
- 1.3 The School recognises an aim of this of this policy is to help to create, model, maintain, review and embed a culture of respect, safety, equality and protection.
- 1.4 The School recognises that schools and colleges can play a crucial role in preventive education in respect of safeguarding and sexual violence and sexual harassment. The most effective preventative education programme will be through a whole school approach that prepares pupils for life in modern Britain, including through the planned programme and delivery of evidence-based content of the relationships education and relationships and sex education programme.
- 1.5 The School recognises the central role that the relationships education and relationships and sex education programme plays in key regulatory standards; for example, through the School's accountability to its inspectors' consideration of pupils' personal development, behaviour and welfare; pupils' spiritual, moral, social and cultural development and leadership and management.
- 1.6 The School recognises the role of the pupil voice, and the benefit of hearing the lived experience of pupils, in creating, developing and reviewing the relationship education and relationships and sex education programme and school culture.
- 1.7 The School recognises that schools and colleges can play an important role in preventative education in respect of safeguarding and sexual violence and sexual harassment. The most effective preventative education programme will be through a whole school approach that prepares pupils for life in modern Britain, including through the planned programme and delivery of evidence-based content of the relationships education and relationships and sex education programme.
- 1.8 The School's relationships education and relationships and sex education programme reflects and supports the QEH core values including:
 - 1.8.1 A sense of responsibility for one's actions and the development of personal integrity;
 - 1.8.2 A respect for the diversity of beliefs and customs, and a rejection of all forms of prejudice based upon age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, sexual orientation or socio-economic status.

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- 1.8.3 An appreciation that life is not just about oneself;
 - 1.8.4 A rejection of unkindness, cruelty and bullying;
 - 1.8.5 A recognition that spiritual beliefs and moral values can give direction and meaning to an individual's life;
 - 1.8.6 The development of a growing resilience in response to setbacks and disappointments; and
 - 1.8.7 An understanding of what supports happiness and wellbeing.
- 1.9 The School recognises the wide variety of religious backgrounds of pupils and consideration is taken when planning teaching.
 - 1.10 The School recognises the importance of developing positive relationships with local faith communities to create constructive context for the teaching of relationships education and relationships and sex education.
 - 1.11 The School recognises the single sex education provision in the Junior School and in Years 7 – 11 of the senior School and is committed to taking proactive steps to ensure an effective curriculum that addresses appropriate issues.
 - 1.12 The School recognises the co-educational nature of the Sixth Form and is committed to taking proactive steps to ensure an effective curriculum that addresses appropriate issues.

2 Scope and application

- 2.1 This relationships education and relationships and sex education policy applies to both the primary and secondary age phases of the School.
- 2.2 Relationships education relates to pupils in the Junior School, Year 3 to Year 6 and normally ages 7 to 11 years old. Relationships and sex education relates to pupils in the Senior School, Year 7 to Year 11 and normally 11 to 16 years old.
- 2.3 The policy applies to all staff (including employees, fixed term, part-time, temporary and voluntary staff and helpers) and pupils of the School.

3 Regulatory framework

- 3.1 This policy has been prepared to meet the School's responsibilities under the:
 - 3.1.1 Education (Independent School Standards) Regulations 2014;
 - 3.1.2 Education and Skills Act 2008;
 - 3.1.3 Education Act 2002;
 - 3.1.4 Children Act 1989;
 - 3.1.5 Equality Act 2010;
 - 3.1.6 Children and Families Act 2014;
 - 3.1.7 Children and Social Work Act 2017;
 - 3.1.8 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- 3.2 This policy has regard to the following guidance and advice:

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- 3.2.1 statutory guidance from the DfE Relationships education, relationships and sex education and health education (DfE, June 2019);
 - 3.2.2 Keeping children safe in education (DfE, September 2023) (**KCSIE**);
 - 3.2.3 Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE, July 2018);
 - 3.2.4 Sharing nudes and semi-nudes: advice for education settings working with children and young people (DfE, December 2020);
 - 3.2.5 Sexual violence and sexual harassment between children in schools and colleges (DfE, September 2021);
 - 3.2.6 Searching, screening and confiscation: advice for schools (DfE, January 2018);
 - 3.2.7 Respectful school communities: self-review and signposting tool (DfE);
 - 3.2.8 Tom Bennett independent review of behaviour in schools (March 2017);
 - 3.2.9 Relationships education, relationships and sex education and health education FAQs (DfE, May 2018), the Government response to draft *Relationships education and relationships and sex education (RSE) and health education guidance*; and
 - 3.2.10 Relationships, sex and health education: guide for schools (DfE, June 2019), DfE guide for parents that schools can use to communicate about teaching relationships and health education;
 - 3.2.11 Plan your relationships sex and health curriculum (DfE, September 2020);
 - 3.2.12 Teaching about relationships, sex-and health (DfE September 2020).
 - 3.2.13 Review of sexual abuse in schools and colleges (Ofsted June 2021)
- 3.3 The following School policies, procedures, documents and resources material are relevant to this policy:
- 3.3.1 Safeguarding and Child Protection and safeguarding policy and procedures;
 - 3.3.2 Behaviour, Rewards and Sanctions policy;
 - 3.3.3 Risk assessment policy for pupil welfare;
 - 3.3.4 Anti-bullying policy;
 - 3.3.5 Special education needs and disability (SEND) policy;
 - 3.3.6 Equal Opportunities and Disability policy;
 - 3.3.7 PSHE policy;
 - 3.3.8 ICT Acceptable Use and E-safety policy.
 - 3.3.9 Curriculum policy;

4 **Publication and availability**

- 4.1 This policy is published on the School's website.

- 4.2 This policy is available free of charge in hard copy on request from Mr Nick Pursall (Deputy Head Pastoral)
- 4.3 A copy of this policy is available for inspection from the School office during the School day.
- 4.4 This policy can be made available in large print or other accessible format if required.

5 Definitions

- 5.1 Where the following words or phrases are used in this policy:
- 5.1.1 references to the Proprietor are references to the Board of Governors.
- 5.1.2 references to Parent or Parents means the natural or adoptive parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. legal guardian).

6 Responsibility statement and allocation of tasks

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy, including the approval of this policy.
- 6.2 The Proprietor is required to ensure that all those with leadership and management responsibilities at the School actively promote the well-being of pupils. The adoption of this policy is part of the Proprietor's response to this duty.
- 6.3 The School will take a whole school approach to relationships education and relationships and sex education. The School will appoint an appropriate senior teacher in a leadership position with dedicated time to lead specialist provision, e.g. a Personal, Social, Health and Economic (**PSHE**) education co-ordinator, with responsibility for the curriculum area. The subject leader will hold at least termly meetings with the pupil body; the Senior Leadership Team and other members of staff with pastoral responsibilities to ensure the subjects will sit within the context of the School's culture, broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Deputy Head Pastoral	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Head of PSHE	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation	Deputy Head Pastoral	As required, and at least termly

Task	Allocated to	When / frequency of review
as required by the UK GDPR		
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	Head of PSHE	As required, and at least annually
Formal annual review	Proprietor	Annually

7 Definition of relationships education and relationships and sex education

- 7.1 Relationships education for primary education and relationships and sex education for secondary education is part of the PSHE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing, as well as signposting sources of support for those pupils who have any concerns about relationships. The education provided is age and developmentally appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, with the aim of providing pupils with the knowledge they need of the law.
- 7.2 Sex education, as part of relationships and sex education in secondary schools includes also the teaching about intimate and sexual relationships, including sexual health, healthy sexual relationships and mutual respect, personal privacy and gender stereotypes. It also includes what the law says about sex, relationships, consent and young people, as well as pornography, broader safeguarding issues and using technology.
- 7.3 Sex education is not compulsory in primary schools. The School's science curriculum policy¹ includes reference to the subject coverage in related areas including the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals. In addition, the School delivers sex education for primary age pupils covering mammalian reproduction as part of the science curriculum as set out in Appendix 1².

8 Curriculum content

- 8.1 By the end of primary education, relationships education will have included teaching about families and people who care; caring friendships; respectful relationships; online relationships and being safe. The School's scheme of work for PSHE details what each topic covers and when each topic is taught. See Appendix 1 for a broad overview of the curriculum map.

¹ For each school to set out the science curriculum coverage notwithstanding the National Curriculum status.

² The DfE guidance requires primary schools that teach additional sex education to define any sex education they choose to teach other than that covered in the science curriculum.

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- 8.2 In addition to relationships education, the School will teach sex education including teaching contained in the science curriculum policy about the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals and [topics outlined in the PSHE policy.
 - 8.3 By the end of secondary education, relationships and sex education will have included teaching to develop knowledge on the topics specified for primary education. In addition, the curriculum provision will include teaching about families; respectful relationships, including friendships; issues around being online and the media; being safe and intimate and sexual relationships, including sexual health.
 - 8.4 By the end of secondary education, pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including (but not necessarily limited to): marriage; consent, including the age of consent; harassment and violence against women and girls; online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.); pornography; abortion; sexuality; gender identity; substance misuse; violence and exploitation by gangs; extremism / radicalisation; criminal exploitation (for example, through gang involvement or 'county lines' drugs operations); hate crime and female genital mutilation (FGM). The School's scheme of work for PSHE details what each topic covers and when each topic is taught. See Appendix 1 for a broad overview of the curriculum map.

9 Equality

- 9.1 The School will ensure that it considers the makeup of the pupil body, including the gender and the age range of the pupils and take this into account in the design and teaching of relationships education and sex and relationships education. The School will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. This may include positive action to support girls in the Sixth Form as research indicates that although anyone can experience sexual violence and harassment, girls are disproportionately subjected to sexual violence or sexual harassment.
- 9.2 The School will be alive to and address issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect, where such issues will not be tolerated and any incidents are identified and tackled. The School is committed to the approach that the starting point should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. Sexual violence or sexual harassment will not be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as the School recognises that this can lead to a culture of unacceptable behaviours and an unsafe environment for children. . The School will act as though sexual harassment and online sexual abuse are happening, even when there are no specific complaints or reports about it.
- 9.3 The School will consider ways to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges violence or harassment, perceived limits on pupils based on their gender or any other characteristic, through these subjects and as part of a whole-school approach.
- 9.4 As part of this whole school approach, the School (including through the PSHE co-ordinator and Senior Leadership Team) will meet with representatives of the pupil body in order to seek pupil views on addressing these issues through the relationships education and relationships and sex education programme and / or School culture.

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- 9.5 **Pupils with special educational needs and disabilities (SEND):** relationships education and relationships and sex education will be accessible for all pupils and, to ensure this, teaching will be differentiated and personalised. The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues, due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.
- 9.6 **Lesbian, Gay, Bisexual and Transgender (LGBT):** The School will ensure that the teaching of relationships education and relationships and sex education is sensitive and age appropriate in content and will consider when it is appropriate to teach pupils about LGBT. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson.
- 9.7 **Equality and respect:** The School will ensure that, in the teaching of relationships education, the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. The School complies with all applicable provisions of the Equality Act 2010, including those relating to protected characteristics, and the teaching of content in relation to protected characteristics is fully integrated into programmes of study in a sensitive and age appropriate manner.
- 9.8 The School is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the proprietor of the School to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:
- 9.8.1 in the way it provides education for pupils;
- 9.8.2 in the way it provides pupils access to any benefit, facility or service; or
- 9.8.3 subjecting them to any other detriment.
- 9.9 The School is also aware of its duties to teach about equality issues and to ensure teaching at the School does not discriminate against pupils.

10 Curriculum delivery

Junior School

- 10.1 By the end of year 6, relationships education will have included teaching about families and people who care; caring friendships; respectful relationships; online relationships and being safe. The School's scheme of work for RE/PSHE details what each topic covers and when each topic is taught. See Appendix 1 for a broad overview of the curriculum map.
- 10.2 In addition to relationships education, the School will teach sex education including teaching contained in the science curriculum policy about the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals and [topics outlined in the PSHE policy.
- 10.3 Various terms are used nationally and internationally to describe social and emotional aspects of learning SEAL, including personal and social development, emotional literacy, emotional intelligence, and social and emotional competence and social, emotional and behavioural skills. It may be helpful to consider five broad social and emotional aspects of learning:
- self-awareness
 - managing feelings, including belonging and feeling safe at school
 - motivation

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- empathy
 - social skills
- 10.4 These aspects are often considered to fall into two categories – the personal (e.g. self-awareness) and the interpersonal (e.g. social skills).
- 10.5 Social, emotional and behavioural skills underlie almost every aspect of school, home and community life, including effective learning and getting on with other people. They are fundamental to school improvement. Where children have good skills in these areas, and are educated within an environment supportive to emotional health and well-being, they will be motivated to, and equipped to:
- be effective and successful learners
 - make and sustain friendships
 - deal with and resolve conflict effectively and fairly
 - solve problems with others or by themselves
 - manage strong feelings such as frustration, anger and anxiety
 - be able to promote calm and optimistic states that promote the achievement of goals
 - recover from setbacks and persist in the face of difficulties
 - work and play cooperatively
 - compete fairly and win and lose with dignity and respect for competitors
 - recognise and stand up for their rights and the rights of others
 - understand and value the differences and commonalities between people, respecting the right of others to have beliefs and values different from their own.

Senior School

- 10.6 The School will ensure sufficient time is allocated within the curriculum to deliver the relationships education and relationships and sex education curriculum effectively.
- 10.7 The content of the relationships and sex education curriculum is delivered through the three curriculum areas of science, religion and philosophy and PSHE/ Enrichment and is delivered in the following ways:
- 10.7.1 Weekly lessons for Years 7 & 11
 - 10.7.2 Enrichment lessons for Year 8-10
 - 10.7.3 6th form tutor programme – Your Journey of Life
 - 10.7.4 6th form General Studies programme
 - 10.7.5 Pastoral programme;
 - 10.7.6 tutor time delivered by form tutors;

10.7.7 assemblies delivered by members of staff and / or external agencies;

10.7.8 collapsed timetable sessions delivered by members of staff and / or external agencies.

10.8 Biology

In Year 8, human reproduction is studied as an example of mammalian reproduction within a wider topic that looks at sexual reproduction in flowering plants, and asexual reproduction as well.

(a) Primary and secondary sexual characteristics are discussed, and puberty defined

(b) Male and female reproductive anatomy labelled with key terminology and function

(c) Intercourse discussed as a method for internal fertilisation in mammals

(d) Development of an embryo into a baby is covered as are the main stages of birth

(e) Menstrual cycle is covered in overview, as well as various sanitary products available

(f) Textbook and resources used: Oxford Activate Biology Textbook, and KS3 Biology Reproduction pages on BBC Bitesize

(g) Course followed: bespoke QEH KS3 Biology Course

1.1.2

In Year 10, pupils study human reproduction as part of a wider topic on hormones

(a) Roles of hormones in puberty

(b) Roles of hormones in the menstrual cycle

(c) Hormonal and non-hormonal contraception

(d) Roles of hormones in IVF

(e) Egg and sperm cells as specialised cells

(f) Ethics regarding genetic testing and potential passing on of genetic disease

(g) Course and textbook used: OCR Biology Gateway A.

10.9 Religion and Philosophy

10.9.1 We study the AQA GCSE Religious Studies course which includes a topic on family life, marriage, sexuality and sexual relationships. We consider these issues from a Christian, Muslim and secular perspective.

10.9.2 The Eduqas (WJEC) A level in Religious Studies includes consideration of sexuality, sexual practices and abortion and fertility treatment in the context of religious ethics and ethical theories.

10.10 PSHE / Enrichment

10.10.1 In Years 7 & 11 the RSHE programme is delivered via a weekly PSHE lesson with a subject specialist. Full details of the Year 7 curriculum map can be found in the PSHE policy.

10.10.2 In Year 8-10, Sex and Relationships Education is delivered via Enrichment lessons on a rota basis. Over the four years pupils will cover age-appropriate material on themes of:

- (a) Family Life and Relationships
- (b) How to enjoy friendships and what healthy sexual relationships are
- (c) The physical, emotional and social changes at puberty
- (d) Sex and the law, consent, and relationships between couples
- (e) Contraception and Sexually Transmitted Infections
- (f) Homophobia and LGBT issues
- (g) Pornography awareness and e-safety
- (h) Gender and identity
- (i) The influence of media upon young people, including sexualisation in advertising
- (j) Pornography and addiction
- (k) Child sexual exploitation
- (l) Consent and the law
- (m) Pleasure
- (n) Sexual harassment, street harassment, sexual abuse within society and in a school environment
- (o) Services young people can access for help, advice and guidance;

10.10.3 During Year 11 the RSHE programme is delivered via a weekly PSHE lesson, where topics include:

- (a) Awareness of STIs, their prevention and methods of treatment
- (b) A review of methods of contraception and the importance of safe sex and planned parenting
- (c) Parenting Skills
- (d) Changing gender roles
- (e) Body image and the sexualisation of image in the media
- (f) Healthy/unhealthy relationships
- (g) The law relating to sex, relationships and rape
- (h) LGBT issues
- (i) Sexual harassment, street harassment, sexual abuse within society and in a school environment
- (j) Sexual coercion and coercive control.

10.11 SIXTH FORM: The tutor programme in Year 12 follows the Your Journey of Life curriculum and schemes of work. Modules are delivered in tutor groups and matched to the school calendar of events. General studies, debates and assemblies will also address various sexual and health matters, including legal aspects of consent and sexually transmitted infections. A presentation from the School Nurse team based around health issues associated with a university life style also covers sexual health, and outside speakers are invited to deliver presentations regularly throughout the year. The school nurse team also meets with individuals to offer advice and signposting to local services.

10.12 The School often invites visiting speakers to the School to help enhance and enrich our curriculum, our pupils' experiences and broaden their horizons and attendance is actively encouraged. The School will ensure that the visiting speakers, whether invited by staff, pupils or parents, are suitably assessed before the visit takes place and that clear protocols are followed to ensure that those visiting speakers and any resources used are suitable, age-appropriate and aligned to the School ethos and the developmental stage of the pupils being taught. This includes following the Visiting speakers' protocol. The School will ensure any visiting speaker is appropriately supervised when on School premises. In the unlikely event that the content, resources or delivery falls outside the School's expectations, or is deemed inappropriate, the School will take appropriate action, which could include stopping the presentation altogether.

11 Assessment and pupil progress

11.1 Teachers are expected to plan, teach and assess the subject and measure pupil progress in accordance with the high expectations across the School in other subject areas. This will be regularly monitored and reviewed by the PSHE co-ordinator.

11.2 Year 7 assessment is delivered through online termly workbooks completed by all students on OneNote in accordance with new PSHE statutory guidelines.

11.3 Enrichment is assessed online through MS forms.

12 Resources

12.1 The School will regularly assess the resources it will use prior to delivery of the programme and keep the resources under review.

12.2 The School will share example resources to parents as part of its consultation and review process.

12.3 The PSHE co-ordinator will lead the collation, assessment, review and use of these resources.

13 Pupil questions

13.1 The School appreciates that pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the School's curriculum. The School's approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that children whose questions go unanswered may turn to inappropriate sources of information and that such questions may indicate that a safeguarding response may be appropriate. INSET and other training will seek to include information on how teachers can respond.

14 Safeguarding, reports of abuse and confidentiality

- 14.1 The School will follow *Keeping children safe in education (KCSIE)* and will ensure children are taught about safeguarding, including about how to stay safe online and respectful relationships. Open forums to discuss potentially sensitive issues will be made available to children. Children will also be made aware of how to raise concerns or make a report and how any report will be handled. The School recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.
- 14.2 Teachers will follow the School's policy on confidentiality between themselves and pupils and manage an appropriate level of confidentiality. Pupils should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the School's safeguarding policy if a child protection or welfare issue is raised.
- 14.3 In addition, but not alternatively to following the School's safeguarding policy, teachers will also consider whether any anti-bullying and / or disciplinary issues arise following any pupil concerns and will follow the School's behaviour and discipline policy and / or the School's anti-bullying policy as appropriate.
- 14.4 The School will encourage pupils to talk to their parents or carers and support them to do so. The School will also inform pupils of sources of confidential help, for example, the School nurse, counsellor, GP or local young person's advice service.
- 14.5 Where the school invites external agencies to support the delivery of these subjects, the School will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

15 Parents' and carers' participation

- 15.1 The School recognises that parents and carers are the first teachers of their children and that they play a vital role in:
 - 15.1.1 teaching their children about relationships and sex;
 - 15.1.2 maintaining the culture and ethos of the family;
 - 15.1.3 helping their children cope with the emotional and physical aspects of growing up;
 - 15.1.4 preparing them for the challenges and responsibilities that sexual maturity brings.
 - 15.2 The School will consult with parents and carers in the development and review of this policy and on the content of the relationship education and relationship and sex education programmes. See 0.
 - 15.3 The School will engage with parents and carers annually to seek their views on the quality of relationships education and relationships and sex education and on School culture.
 - 15.4 The School will communicate to parents what will be taught and when in delivering relationships education and relationships and sex education as set out in Appendix 1.
- 16 Parents and carers have the right to request that their child be withdrawn from some or all of sex education lessons delivered as part of RSHE, except for those parts included in the science curriculum, which cover the biological

aspects of human growth and reproduction. There is no right to withdraw from Health Education at secondary level, or Relationships education at primary or secondary as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. The school will make alternative arrangements for pupils in each case so that they receive appropriate, purposeful education during the period of withdrawal.

- 16.1 The Head will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.
- 16.2 Following a request to withdraw a secondary age pupil from a sex education lessons, the Head will request a discussion with the child's parents or carers, and where appropriate, with the child. Following that discussion, except in exceptional circumstances, the School should respect the parents' or carers' request to withdraw the child, at any time up to three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the School should make arrangements to provide the child with sex education during one of those terms. There may be exceptional circumstances where the Head may want to take into account a pupil's specific needs arising from their special education needs or disability into account when making this decision. Any discussions and decisions will be documented by the School.
- 16.3 The parents' and carers' right to request that their child be withdrawn from some or all of sex education will be communicated to them by the School. There is no right to withdraw from relationships education.

17 Consultation

- 17.1 This policy has been produced and will be reviewed in consultation with parents, teachers and pupils and seeks to take into account the views of the School community.

18 Training

- 18.1 The School will carefully consider the suitability of staff teaching relationships education and relationships and sex education and will ensure they are committed to the priority the School affords to the subject and to professional development in the subject. The School will provide additional resources to staff who are not specialists in the subject in order that they can successfully implement the curriculum.
- 18.2 The School ensures that regular guidance and training is arranged for staff and volunteers on induction and at regular intervals thereafter so that they understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 18.3 The level and frequency of training depends on role of the individual member of staff and the need for them to complete risk assessments as part of their role. This will include training of all teaching and pastoral staff in accordance with the Department for Education teacher training materials in respect of relationships education and relationships and sex education. High-quality, specific training will be provided for teachers delivering relationships education and relationships and sex education and the School will review the adequacy of that training at all levels, to ensure that it is fit for purpose.
- 18.4 The School maintains written records of all staff training.

19 Record keeping

- 19.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 19.2 All matters arising from this policy involving a child protection issue will be recorded and dealt with under the School's child protection and safeguarding policy.
- 19.3 The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data.

20 Monitoring, evaluation and review

- 20.1 The Deputy Head (Pastoral), Head of PSHE, Head of Biology, will ensure that:
 - 20.1.1 all schemes of work are reviewed on a regular basis to assess the content and ensure that the content as defined within the policy is accurate and conforms to current guidance;
 - 20.1.2 colleagues within their department or staff delivering this curriculum are familiar with this policy and ensure that delivery, assessment and pupil progress conforms to the guidelines set down in the policy and its appendices;
 - 20.1.3 staff teaching any part of this programme are asked to review content and delivery. The outcomes of this evaluation are used to inform future amendments to the teaching programme, consultation with parents and any training and development needs;
 - 20.1.4 any review of the programme includes an opportunity for the views of parents to be considered;
 - 20.1.5 any review of the programme includes an opportunity for the views of teachers and pupils to be considered;
 - 20.1.6 the content of all outside agencies' presentations is evaluated to ensure that it is in line with this policy.

21 Version control

Date of adoption of this policy	1 st September 2021
Date of last review of this policy	21 st January 2024
Date for next review of this policy	21 st January 2025
Policy owner (SLT)	Deputy Head (Pastoral) Mr Nick Pursall
Policy owner (Proprietor)	Mrs Caroline Bateson



Appendix 1 Relationship Education and Relationships, Health and Sex Education curriculum map

Scheme of Work

NOTE: Topics are flexible and may be subject to change. Additional School and Year Group assemblies, plus tutor times, support this programme, which is overseen by the Deputy Head Pastoral. Enrichment lessons complement this provision. This is a working document.

Topic	Year 7	Year 8	Year 9	Year 10	Year 11	6 th form
Relationships and sex education	<p>Exploring different family units.</p> <p>Understanding gender – LGBTQ definitions.</p> <p>Understanding different relationships and discussing the signs of healthy and unhealthy relationships.</p> <p>Managing conflict.</p>	<p>A workshop introducing students to puberty and the changing adolescent body, plus a discussion on how puberty affects people with a vagina and people with a penis.</p> <p>A session focusing on media pressures and body image for boys/men.</p>	<p>Session by Brook/NT project, on pornography awareness.</p> <p>A comprehensive session covering sexual relationships including LGBTQ, consent and the law and contraception.</p>	<p>A workshop delivered by Somerset & Avon Rape & Sexual Abuse Support covering consent, the law and different scenarios.</p> <p>A session re-capping student awareness of consent and contraception, with a particular focus on STI's.</p> <p>Bristol Sexpression deliver workshops on</p>	<p>Building and maintaining positive sexual relationships.</p> <p>Healthy/unhealthy relationships, including the law on consent/rape etc.</p> <p>A comprehensive scheme of work based on Brook learning resources on how to communicate within relationships, manage conflict, understand coercive control, learn about the anatomy of pleasure, family planning, fertility, abortion.</p>	<p>Sexual Health talks given on a range of issues, including healthy sexual relationships, access to sexual health services, information on STI's, media imagery and porn.</p>

				gender identity.		
Physical health	An introduction to first aid, including basic life support skills, learning CPR and using the recovery position. Healthy lifestyle, physical exercise and sleep.	A reminder of basic First Aid and a session on healthy eating and nutrition, with a particular focus on managing sugar intake.	The benefits of healthy eating, exercise, sleep. Drawing links with mental and social wellbeing. Briefly covering disordered eating, anxiety & sleep hygiene.	Learning about disordered eating: with a focus on male bulimia.	Links between a health exercise and good sleep habits. Sleep hygiene and routines. Extra sporting activities are also offered on and off site including spin classes, yoga and hiking.	School nurse team deliver general studies talks on men's and women's health with a particular focus on breast health and testicular cancer. Assembly on men's health linked to the charity Odd Balls.

QEJ Junior School RSE scheme of work – following the SCARF schemes of work

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol)	Rights, respect and duties relating to my health Making a difference Decisions about lending,	Growing independence and taking ownership Keeping myself healthy Media awareness and safety	Managing difficult feelings Managing change How my feelings help keeping safe

	Cooperation Recognising emotional needs		Decision-making skills	borrowing and spending	My community	Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

Appendix 2 Parents' consultation

General principles

We will consult with parents when developing and reviewing our policies for relationships education and relationships and sex education, which help inform our decisions on when and how certain curriculum content is covered and how it is delivered. Our consultation will include giving the space and time for parents to input, ask questions, share concerns and for the School to decide the way forward.

We will listen to parents' views, and then make a reasonable decision as to how to proceed. What is taught, and how, is ultimately a decision for the School and consultation does not provide a parental veto on curriculum content or delivery.

As part of our consultation with parents we will provide examples of the resources we plan to use, for example the assessment workbooks we will use in Year 7 lessons, schemes of work and online resources used in Year 11 lessons and curriculum resources we use from outside agencies such as Brook. We may adapt our timescales, process and content to respond to the needs of the School and pupils.

REVIEW:

Date policy updated	21st January 2024
Date policy to be reviewed by	21 st January 2025
Policy Owner	Deputy Head (Pastoral)