



**RELATIONSHIPS EDUCATION AND RELATIONSHIPS AND SEX EDUCATION POLICY –
JUNIOR SCHOOL AND SENIOR SCHOOL**

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Junior and Senior School
Relationships Education and Relationships and Sex Education (RSE) Policy
(To be read in conjunction with PSHE Policy and Programme)

CONTEXT

Today's children and young people are growing up in an increasingly complex world. 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 as well as strategies for building self-efficacy. They will need to develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

In response to this, the Government made compulsory, from September 2020¹:

- Relationships Education for all pupils receiving **primary** education (there is no parental right to withdraw pupils)
- Relationships and Sex Education (RSE) compulsory for all pupils receiving **secondary** education (subject to a limited parental right to withdraw pupils from the Sex Education components up to three terms before the child turns 16. Parents will not, however, be able to withdraw their child from any aspect of Relationships Education or Health Education)

The Government have also made Health Education compulsory in all schools except independent schools² - the exemption due to the fact that Personal, Social, Health and Economic Education (PSHE) is already compulsory in independent schools.

At Queen's Gate, the Sex Education component is one small part of a much wider Personal, Social, Citizenship, Health and Economic (PSCHE) programme. The mandatory delivery of Relationships Education and Relationships and Sex Education (RSE), from 2020, will enhance our current provision and will help support young people to develop resilience; to know how and when to ask for help; and to know where to access support.

WHAT IS RELATIONSHIPS EDUCATION?

Relationships Education teaches the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with peers and adults. We define Relationships Education as learning about the emotional, physical, social and legal aspects of human relationships including family life, friendships and committed romantic relationships. Relationships education begins informally in the home with parents and carers long before any formal education takes place.

We also deliver sessions on puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle. This is covered in IIA (Year 5) and III Form (Year 6) and is revisited in the Senior School. These sessions look at the way in which our bodies are changing as we mature, menstruation, puberty and conception. This sex education element of the curriculum is delivered having consulted with parents beforehand. Parents are alerted before the sessions commence and have the right to withdraw their daughters.

¹ <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

²

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

Junior School Aims: We seek to ensure that Relationships Education gives pupils the knowledge, skills, attitudes and values that will help them to:

- build self-esteem and self-worth
- explore and value their personal identity and the identities of others
- understand and make sense of the real-life issues they are experiencing in the world around them
- 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
- explore a range of family structures, including traditional and non-traditional family structures
- understand and ensure the protection of their rights throughout their lives

WHAT IS RELATIONSHIPS AND SEX EDUCATION (RSE)?

This subject offers opportunities to learn about relationships, emotions, gender issues, sex, sexuality, and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has an important part to play in the personal, social, moral and spiritual development of young people. It gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Research demonstrates that RSE does not make young people more likely to become sexually active at a younger age; in fact, knowledge can help prevent this as well as help to identify child protection issues. It is about the understanding of the importance of stable and loving relationships, respect, love and care.

Senior School Aims: In Relationships and Sex Education we aim to:

- support young people to be happy, healthy and safe;
- work with parents to ensure that their daughters have the tools and knowledge about relationships and sex to prepare them for the responsibilities and experiences of adult life;
- provide high quality, evidence-based and age-appropriate teaching;
- support the personal development and social skills of the pupils;
- help pupils to consider the importance of respect for themselves and for others and show sensitivity towards the needs and views of others;
- foster respect for others and for difference;
- develop loyalty and, fidelity;
- accept responsibility;
- develop an understanding of risk and to promote strategies for personal safety;
- enable pupils to be aware of the sources of help and to acquire the skills and confidence to use them;
- promote the spiritual, moral, cultural, mental and physical development.

DELIVERY

The relationships education and Relationships and Sex Education programme at Queen's Gate involves pupils of all ages in an age-appropriate and developmentally appropriate way. It is delivered in the following integrated and spiral framework:

Junior School

- As part of the Personal, Social, Citizenship, Health and Economic (PSCHE) curriculum - in timetabled lessons of 35 minutes per week for all classes from Reception to Year 6
- Through an annual Pastoral Day in which girls are off timetable and the day is devoted to PSCHE and other sessions

- The Health Education component of PSCHS includes a section on puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle. This is covered in IIA (Year 5) and III Form (Year 6) and is revisited in the Senior School. These sessions look at the way in which our bodies are changing as we mature, menstruation, puberty and conception. This sex education element of the curriculum is delivered having consulted with parents beforehand. Parents are alerted to these sessions before they commence and have the right to withdraw. We recognise the importance of parental involvement and the need to be working alongside parents. We also acknowledge that children develop at different times, however, we also acknowledge that children are now developing earlier than before and aim to ensure that the girls are prepared for the years ahead
- Certain Sex Education topics are also covered in Biology via the National Curriculum/ ISEB syllabus for Biology

Key Stage 1:

- How animals, including humans, move, feed, grow, use their sense and reproduce
- Children should recognise and name the main external parts of the human body
- That humans can produce offspring and these grow into adults
- Children should recognise similarities

Key Stage 2:

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- About the main stages of the human life cycle, including puberty and how a baby is born

Senior School

- As part of the Personal, Social, Citizenship, Health and Economic (PSCHS) curriculum - in timetabled lessons of 35 minutes per week for Remove (Year 7) and LIV (Year 8)
- RSE content is also delivered through RS – particularly in Form IV (Year 9) where most of the PSCE content is delivered through timetabled weekly RS lessons (see Programme of Study at the end of this document)
- RSE is delivered to the Sixth Form through 70-minute lessons as a compulsory element in the enrichment carousel. The course lasts for 6 weeks. Please see Appendix 6 for details
- Through a programme of sessions delivered by Julie Johnson, our PSHE consultant. These sessions are carefully calibrated to the age and needs of the girls and these sessions are reviewed annually.
- Through sessions with carefully selected visitors delivering specialist sessions
- Certain Sex Education topics are also covered in Biology
 - In Remove: plant and animal (including human) reproduction is covered in the Spring Term.
 - On the IGCSE course: human reproduction is covered in the Autumn of Form UV
- Relationships and Sex Education content and themes are also encountered in subjects such as English (e.g. 'To Kill a Mockingbird', 'Romeo and Juliet'), Drama (E.g. 'The Tempest', 'The History Boys'), Art (e.g. Grayson Perry, Alison Lapper), Music (La Boheme, Madame Butterfly) and Sociology (e.g. Families and Households, Domestic Violence, Feminism)

WHAT DOES RELATIONSHIPS EDUCATION COVER IN THE JUNIOR SCHOOL? (See Programme of Study at the end of this document)

Relationships Education in the Junior School, in KS1 and KS2, will focus on the Government's statutory guidance, the focus being on teaching the fundamental building blocks and characteristics of positive relationships.

It will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The new guidance states that by the end of primary education, all children should know: 'how to report concerns or abuse, and have the vocabulary and confidence needed to do so'.

Terminology

It is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. Correct language for body parts will be gradually introduced from Transition (Year 1).

As mentioned previously, the Health Education component of PSHE includes a section on puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle. This is covered in IIA (Year 5) and III Form (Year 6) and is revisited in the Senior School.

EYFS

Personal, social and emotional development involves helping children in EYFS to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Relationships Education in EYFS is an ongoing experience in which the children learn to manage their feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group, or class, and understand and follow the rules. They adjust their behaviour to different situations and learn to take changes of routine in their stride. In EYFS children learn how to make relationships, taking account of one another's ideas about how to organise their activity, playing co-operatively and taking turns. They learn to show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

(See Appendix 2 at end of this document for the context of EYFS teaching and learning.)

WHAT DOES RELATIONSHIPS AND SEX EDUCATION COVER IN THE SENIOR

SCHOOL? (See Appendices 3 & 4 for the Programme of Study and Sessions taught by PSHE consultants)

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds.

Relationships and Sex Education in the Senior School will build on the areas introduced in Junior/Primary schools but, in addition, includes intimate and sexual relationships, including sexual health. The programme will cover: 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 will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It will teach what is acceptable and unacceptable behaviour in relationships. 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. Pupils will learn 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.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. The curriculum will be respectful of difference and diversity.

We have regard for Ofsted's 'Review of Sexual Abuse in Schools'³ and take heed of their warning that sexual harassment and online sexual abuse are for children and young people are so commonplace that they see no point in reporting them and its recommendation that schools should act as though sexual harassment and online sexual abuse are happening, even when there are no specific reports.

RSE AS PART OF THE PSCHÉ PROGRAMME

We teach RSE within a wider programme of Personal, Social, Citizenship, Health and Economic Education (PSCHÉ). In the Senior School, teaching builds on the knowledge acquired at Junior level and develops further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex. Through liaison between Junior and Senior School teachers, we ensure a smooth transition and avoid duplication.

The wider work in PSCHÉ is to foster pupil wellbeing and develop the resilience and character fundamental to young people's happiness as successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of personal attributes including kindness, integrity, generosity, and honesty.

TEACHING STAFF

Junior School

The lead teacher on Relationships Education in the Junior School is Mrs Makhoulf (PSCHÉ Co-ordinator, Junior School). In the Junior School, the teaching is done as part of the PSCHÉ programme (as mentioned above) and delivered in discrete 35 minutes lessons weekly by the Form Teacher.

The Relationships Education programme is devised in conjunction with The Director of the Junior School and the individual Form teachers who deliver the PSCHÉ programme on a weekly basis. The programme will be reviewed with parents - their suggestions being incorporated into the programme as far as possible.

In IIB (Year 4), IIA (Year 5) and III Form (Year 6), Sex Education is delivered by Mrs Mayne in specific Science lessons and Mrs Makhoulf who delivers two one-hour lessons to these three Year groups in the Summer Term.

Senior School

The lead teachers on Relationships and Sex Education in the Senior School is Ms De la Peña (PSCHÉ Co-ordinator, Senior School), in liaison with Mr Cohen (Head of Religious Studies through which PSCE is delivered in IVth Form) and Ms de la Peña (Director Pastoral Care), and Senior School members of staff, listed below, who deliver the weekly programme of PSCHÉ for Remove (Year 7), LIV (Year 8). PSCHÉ is taught in 35 minute lessons.

³ <https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>

The Relationships and Sex Education programme is planned as part of PSHE by Miss Spencer in conjunction with Ms de la Peña who also liaises with Julie Johnson, Our Head of Sixth Form and consultants and workshop facilitators who visit us on Pastoral Days. The programme will be reviewed by the staff who deliver it as well as parents and girls; their suggestions will be incorporated as far as possible.

In the Senior School, Julie Johnson (PSHE consultant) delivers 3-4 PSHE sessions, per year group, per annum and, as mentioned above, these are supplemented with external speakers and workshops on Pastoral Days and at other times.

PRINCIPLES AND VALUES

Relationships and Sex Education is set within a clear framework of values and an awareness of the law regarding sexual behaviour. Queen's Gate believes that RSE should:

- Be an entitlement for all young people
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up
- Work in partnership with parents and pupils, consulting them about the content of programmes
- Support family commitment, love, respect, affection, knowledge and openness
- Acknowledge difference and diversity
- Encourage the respect of others' views
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment

PROTOCOLS

All Relationships and Relationships & Sex Education lessons and PSHE lessons should be conducted in a neutral, non-judgmental and non-doctrinal manner, in which the teacher or presenter respects the opinions of others but is vigilant to discriminatory or derogatory language and attitudes. The personal opinions and experience of the teacher should be kept to a minimum.

Teachers and external agencies and partners will remain alert to confidentiality issues (See Policy on Confidentiality issues) and Safeguarding protocols (see Safeguarding, Child Protection and Staff Behaviour Policy). Pupils will be regularly reminded of ground rules drawn up at the beginning of the course, or session, which include warnings about limitations on confidentiality.

Teachers and external partners delivering the PSHE programme should check with the Head of Year or Director of Pastoral Care, whether any pupil is likely to find a topic sensitive. In such cases, the content of the lesson should be discussed with the pupil beforehand, offering the option of the girl excusing herself from that lesson or session. It is prudent to assume that at least one girl in any class will be affected by a sensitive topic and to approach the delivery of the material with that expectation; in protecting that one individual, the whole class will be protected too. Similarly, the use of distancing techniques can prevent a lesson from feeling too personal. These techniques might include the use of case studies, role play, storyboarding or video clips.

Classroom ground rules

- Alert teacher, at beginning of lesson, if a topic is likely to cause distress
- Listen to others and expect to be listened to
- Adopt a non-judgmental approach: it is acceptable to disagree with another person but not judge or make fun of others

- Do not refer to own or others' personal or private lives in discussing sensitive topics
- Take care with language
- If necessary, seek help and advice at end of session
- Understand that no promise of confidentiality can be given and that if teacher is concerned for the safety or wellbeing of anyone in the class, the matter will be referred

Working with external agencies

Working with external organisations, especially on Pastoral Day, enhances delivery of RSE and PSCH; visitors bring in specialist knowledge and different ways of engaging.

As with any visitor, Queen's Gate is vigilant in ensuring that visitor credentials are checked. We discuss the detail their sessions to ensure that the content is age-appropriate and accessible for the pupils. We ensure our visitors know our rules about confidentiality and that the visitor understands how safeguarding reports should be dealt with, in line with school policy.

DEALING WITH DIFFICULT QUESTIONS

Dealing with sensitive topics in Relationship and Sex Education can sometimes raise difficult questions. Examples of such issues are:

- Unsafe relationships, such as controlling relationships and other types of abusive relationships
- Teenage pregnancy
- Contraception
- Abortion

Pupils will often ask their teachers, or other adults questions, pertaining to sex or sexuality, which go beyond what is set out in the scheme of work. Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously all help to manage such situations. The following protocols should be followed:

- Use specific ground rules to clarify boundaries
- Clarify that personal questions should not be asked
- If a teacher doesn't know the answer to a question this should be acknowledged
- If a question is too explicit/ is age inappropriate for the pupil or the whole class, then it should be followed up later on an individual basis – although explicit information should not be given unless this has been discussed with the Director of Pastoral Care or the Director of the Junior School who may confer with parents first
- If a question is raised that alerts a member of staff that a pupil is at risk of sexual abuse, then the school's Safeguarding and Child Protection Policy should be followed

ON-LINE

Young people often operate very freely in the online world and by secondary school age some are likely to be spending a substantial amount of time online. Sex and a range of intimate or disturbing relationships may be encountered by pupils online so our RSE programme aims to support pupils in distinguishing between different types of online content and seeks to support pupils in making well-founded decisions and judgements based on what they have seen. It is worth noting that the use of technology has become a significant component of many safeguarding issues, providing the platform that facilitates illegal activity including child

sexual exploitation, radicalisation and sexual predation. However, most children will have encountered disturbing material online. According to an Ofcom research paper published in May 2019, 79% of 12-15 year-old internet users claim that they have had at least one potentially harmful experience online in the past 12 months⁴. The harms can be broadly classified under the following headings:

- Content: being exposed to illegal, inappropriate or harmful material; for example, pornography
- Contact: being subjected to harmful online interaction with other users; for example, adults posing as young adults; and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, sending and receiving explicit images

Through Relationships and Relationships and Sex Education, pupils will be taught about online safety and harms. This will include being taught what positive, healthy and respectful online relationships look like, the effects of their online actions on others and knowing how to recognise and display respectful behaviour online. Teachers will address online safety and online behaviour in an age appropriate way that is relevant to their girls' lives. This work will complement the computing curriculum, which covers the principles of online safety at all key stages, with progression in the content to reflect the different and escalating risks that pupils face. This includes how to use technology safely, responsibly, respectfully and securely, and where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

THE LAW

It is important for children and young people to know what the law says about sex and relationships as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. Reviewing the law will help young people to know what is regarded as criminal activity but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. Pupils will be made aware of the relevant legal provisions when relevant topics are being taught including, for example:

- marriage
- consent, including the age of consent
- 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
- female genital mutilation (FGM)

EQUALITY

⁴ https://www.ofcom.org.uk/__data/assets/pdf_file/0028/149068/online-harms-chart-pack.pdf

We are alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes, take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours.

The teaching of relationships and sex education emphasises the need for understanding of a variety of relationships and encourages respect for other people, with particular regard to the protected characteristics set out in the Equality Act 2010⁵. The protected characteristics as listed in section 4 of the Equality Act 2010 are as follows: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

We aim to teach Relationships Education and Relationships & Sex Education in age and developmentally appropriate way, taking account of the age of pupils and their learning abilities. However, statutory guidance makes clear the expectation that children of secondary school age should know about the protected characteristics and accordingly understand the ways that people can be different and respect people who are different in those ways. For younger children, of Junior School age, complying with the requirement in an age appropriate way could mean ensuring that they are aware of the ways in which people can be different and be respectful of those differences.⁶

TEACHING ABOUT INTIMATE RELATIONSHIPS

Effective Relationships and Sex Education supports young people to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. It does not encourage early sexual experimentation; it teaches young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. It should be delivered in a non-judgmental, factual way, allowing scope for young people to ask questions in a safe environment.

LESBIAN, GAY, BISEXUAL AND TRANSGENDER (LGBT)

In teaching Relationships Education and RSE, we are mindful that the needs of all pupils should be appropriately met, whatever their developing sexuality or identity, and that all pupils understand the importance of equality and respect. Relationships Education and RSE includes age-appropriate teaching about different types of relationships in the context of the law. Statutory guidance states that 'Pupils should receive teaching on LGBT relationships during their school years - we expect secondary schools to include LGBT content.'⁷ However, the standard does not mean, that schools should promote alternative lifestyles or same-sex marriage. Rather, it requires active promotion of respect for other people, even if they hold views, choose to follow a lifestyle, or have protected characteristics, different from a pupil's own or those prevalent in the pupil's immediate community.

The standard cannot be met by a general policy of encouraging respect for all people because that does not pay particular regard to the protected characteristics, of which pupils must be made aware. 'Respect' does not require agreement - it requires acceptance that other people may be different and that that is equally valid.'⁸ Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal

⁵ <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

⁶ The independent school standards: advice for independent schools, March 2018: 3.17 It is not sufficient for a school to say that it meets this standard because its teaching and other activities encourages respect for all people in a general way; that is not paying particular regard to protected characteristics, of which pupils must be made aware (although only to the extent that it is considered age appropriate). However, a school does not necessarily have to address all of the characteristics in every year group in its teaching and other activities.

⁷ Information from the Department for Education about the introduction of compulsory relationships education and RSE from September 2020.

⁸ Information from the Department for Education about the introduction of compulsory relationships education and RSE from September 2020

opportunity to explore the features of stable and healthy same sex relationships. This should be integrated appropriately into the RSE programme rather than addressed separately or in only one lesson. RSE teaches about sex, sexuality and sexual health; it is not about the promotion of sexual orientation or sexual activity.

THE PARENTAL RIGHT TO WITHDRAW YOUR DAUGHTER FROM SEX EDUCATION LESSONS

In primary education from September 2020:

- Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).
- Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. (Note that sex education is not statutory in primary schools, however the guidance does recommend that schools should provide a programme of age appropriate sex education).
- The Principal will grant requests to withdraw a pupil from sex education, other than where it is part of the science curriculum (following discussion with parents of the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child).
- Where a pupil is withdrawn from sex education, we will document the process and ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.⁹

In secondary education from September 2020:

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16 (the legal age of consent).
- After that point, the guidance states that '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.'
- Where pupils are withdrawn from sex education, schools should document the process and will 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'
- It is acknowledged that, under exceptional circumstances, a very small number of parents may wish to exclude their children from the RSE programme. In this case, such parents should write to the Principal, stating their objections.

VULNERABLE PUPILS

Any pupil can be vulnerable to abuse on or offline, or sensitive to certain topics. Their vulnerability can fluctuate depending on their age, developmental stage and personal circumstance. However, there are some pupils, for example looked after children and those with special educational needs, who may be more susceptible to harm or have less support from family or friends. It is good practice for the teachers delivering the sessions to consult with the DSL to ensure that they are aware of vulnerable pupils and to ensure those girls receive the information and support they need.

PUPILS WITH SEND

Relationships Education and Relationships and Sex Education will be accessible for all pupils including those with special educational needs and disabilities. Teaching that is differentiated and personalised is the starting

⁹ Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, June 2019

point to ensure accessibility. We are also mindful of preparing all young people for adulthood outcomes, as set out in the SEND code of practice. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be a particularly important subject for some pupils - for example those with Social, Emotional and Mental Health needs or learning disabilities. We aim to ensure that RSE teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

The process for a parent to withdraw their child from the sex education element of RSE is the same for pupils with SEND as those without. In addition, there may be exceptional circumstances where the Principal may want to take a pupil's specific needs arising from their SEND into account when making this decision.

CHILD PROTECTION/ CONFIDENTIALITY

All staff involved in delivering and supporting Relationships Education and RSE should be alert to the signs of abuse, neglect and exploitation (see Safeguarding, Child Protection and Staff Behaviour Policy). They are aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue and they work with the Queen's Gate's child protection procedure for recording and reporting disclosures.

DISCLOSURES

In some cases, a pupil will want to make a disclosure following a lesson or activity. The lesson may have provided the knowledge that enabled the pupil to realise they are being abused or harmed and/or give them the confidence to say something. It is important to create a safe environment in which pupils feel comfortable to say what they feel. If a pupil thinks they will get into trouble and/or be judged for talking about something which happened to them they may be put off reporting it and getting help but at the same time pupils know (and will be reminded) that teachers cannot offer unconditional confidentiality; should a disclosure be made, the girl will be reassured that her best interests will be maintained. This is why it is essential all pupils are clear what the school's reporting mechanisms are.

WORKING WITH PARENTS AND GUARDIANS

We recognise that the prime responsibility for bringing up children rests with parents. Parents are key figures in helping their children cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered by schools should be seen as complementary and supportive to the role of parents.

It is important to distinguish between the School's function of providing education generally about sexual matters and the giving of advice to individual pupils on these issues. Good teachers have always taken a pastoral interest in the welfare and well-being of their pupils. However, we understand that this function should never trespass on the proper exercise of parental rights and responsibilities. It is understood that particular care must be exercised in relation to giving contraceptive advice to pupils under the age of sixteen, for whom sexual intercourse is unlawful. It is the general rule that giving an individual pupil advice on such matters without parental knowledge or consent would be inappropriate.

Where the circumstances are such as to lead any teacher to believe that the pupil has embarked upon, or is contemplating, a course of conduct which is likely to place her at moral or physical risk or in breach of the law, the teacher has the general responsibility to ensure that the pupil is aware of the implications and is urged to seek advice. A member of staff should not promise confidentiality and the issue should be discussed

with the Director of Pastoral Care. Pupils will be encouraged to seek medical advice immediately and to discuss their situation with their parents/ carers.

CREATING, REVIEWING AND EVALUATING

This policy is produced in consultation with our staff, board of governors, pupils and parents and will be reviewed and revised regularly. We will ensure the policy is effectively communicated to staff and parents, including publishing the policy on our school website. Both the policy and the content of what is taught will be available on the School's Learning platforms: QGBuzz and MyQG.

The policy has due regard for the new statutory guidance: 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' and other relevant guidance including Ofsted's 'Review of sexual abuse in schools and colleges'¹⁰. We have taken note of Ofsted's warning in their 'Review of Sexual Abuse in Schools' that 'Young people were rarely positive about the RSHE they had received. They felt that it was too little, too late and that the curriculum was not equipping them with the information and advice they needed to navigate the reality of their lives.' To ensure that the material we are delivering is appropriate and relevant, we review the syllabus with pupils at the beginning and end of the academic year, treating the syllabus as a live a document.

Parents are aware that they have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE but there is no right to withdraw from relationships or health education.

The policy should be read in conjunction with our: Anti-Bullying Policy, Behaviour Policy, Safeguarding, Child Protection and Staff Behaviour Policy, PSCHE Policy and Programme, Pastoral Care Policy, Charter for the Safe Use of the Internet and Electronic Devices.

¹⁰ <https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges>

Appendix I: Programme of Study for Junior School

Themes:

- Relationships
- Living in the wider world
- Health & wellbeing
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	Autumn Term Relationships		
	Families and Friendships	Safe Relationships	Respecting ourselves and others
Year 1	Roles of different people. Families. Feeling cared for.	Recognising privacy. Staying safe. Seeking permission.	How behaviour affects us. Being polite and respectful.
Year 2	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.
Year 3	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.
Year 4	Positive friendships including online.	Responding to hurtful behaviour. Managing confidentiality. Recognising risks online.	Respecting differences and similarities. Discussing differences sensitively.
Year 5	Managing friendships and peer influence.	Physical contact and feeling safe.	Responding respectfully to a wide range of people. Recognising prejudice and discrimination.
Year 6	What affects mental health and ways to take care of it. managing change, loss and bereavement. Managing time online.	Valuing diversity. Challenging discrimination and stereotypes.	Expressing opinions and respecting others points of view, including topical issues.

	Spring Term Living in the Wider World		
	Belonging to a community	Media literacy and digital resilience	Money and Work
Year 1	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.
Year 2	Belonging to a group - roles and responsibilities. Being the same and different in a community.	The internet in everyday life. Online content and information.	What money is. Needs and wants. Looking after money.
Year 3	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.
Year 4	What makes a community. Shared responsibilities.	How data is shared and used.	Making decisions about money. Using and keeping money safe.
Year 5	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.

Year 6	Keeping personal information safe. Regulations and choices. Drug use and the law. Drug use and the media.	Influences and attitudes to money. Money and financial risks.	Attraction to others. Romantic relationships. Civil partnerships. Marriage.
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	Summer Term Health and Wellbeing		
	Physical Health and Mental Wellbeing	Growing and changing	Keeping safe
Year 1	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.
Year 2	Why sleep is important. Medicine 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.
Year 3	Health choices and habits. What affects feelings. Expressing feelings.	Personal strengths and achievements. Managing and re-framing setbacks.	Risks and hazards. In the local environment. Unfamiliar places.

Year 4	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.
Year 5	Healthy sleep habits. Sun safety. Medicine, vaccinations, immunisations and allergies.	Personal identity. Recognising individuality and different qualities. Mental wellbeing.	Keeping safe in different situations. Responding in emergencies. First aid and FGM.
Year 6	Human reproduction and birth. Increasing independence. Managing transition.	Evaluating media sources. Sharing things online.	Recognising and managing pressure. Consent in different situations.

Although we are exempt from the EYFS Framework (notwithstanding our commitment to the statutory EYFS elements of Safeguarding and Welfare), we adhere to the specific principals of the EYFS guidance when addressing Relationships Education and PSHE.

Appendix 2: Context of EYFS Teaching and Learning

The EYFS framework sets the statutory framework for what should be taught to children from birth to age five. It has four main principles:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children develop and learn in different ways (see “the characteristics of effective teaching and learning” at paragraph 1.9) and at different rates. The framework covers the education and care of all children in early years’ provision, including children with special educational needs and disabilities. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them

Under the EYFS programme:

- Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

These are the Prime areas:

- communication and language
- physical development
- personal, social and emotional development

The four specific areas under which the Prime Areas are strengthened and applied are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

In the Junior School:

The Junior School recognises that issues and difficulties arise at different times within a school day and these are addressed when they arise, in the form of class discussions or, where appropriate, circle time sessions.

These allow class teachers time to concentrate on specific issues which have arisen during a school day.

PSCHE topics are delivered weekly within their own discrete 35 minute session.

In the Junior School pupils in Year 4, Year 5 and Year 6 receive an introduction to Sex Education which is taught in an age-appropriate manner. Each of these classes receive two one-hour sessions. They are delivered to IIB (Year 4), IIA (Year 5) and III Form (Year 6). The following areas are covered:

In IIB:

- How babies are made
- Giving the correct names to parts of the body
- How our bodies change as we grow up
- Emotional and physical preparation for children
- Caring for a baby

In IIA:

- changes in our lives
- what we remembered and felt about those changes
- the importance of emotions
- puberty and growing up

In III Form:

- developmental changes of the body
- Menstruation
- the importance of sleep
- good diet, exercise
- hygiene

Appendix 3: Programme of Study for Senior School

Themes:

- Relationships
- Living in the wider world
- Health & wellbeing

KS3 delivery of RSHE

	Autumn 1	Autumn 2
Year 7	Transition and Diversity Transition to secondary school, diversity, prejudice, and bullying, sign language	Safety Personal safety in and outside school, including first aid
Year 8	Peer influence Healthy and unhealthy friendships, assertiveness, consent, body image (contextual safeguarding)	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia
Year 9	Fairness and Justice Law; Crime	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use

	Spring 1	Spring 2
Year 7	Local Politics Local councils etc.	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries
Year 8	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception
Year 9	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process, religion and milestones (festivals)	Emotional wellbeing Mental health and emotional wellbeing and religious coping strategies (Buddhism / Hinduism)

	Summer 1	Summer 2
Year 7	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, the influence and impact of role models and the media	Parliament MPs, Democracy, Law-making

Year 9	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Intimate relationships Relationships and sex education including consent, contraception and attitudes to pornography
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KS5 delivery of RSHE: as part of weekly carousel – compulsory for at least one rotation of six lessons; all lessons are 70 minutes.

Lesson 1 – Relationship values	Lesson 2 – Forming and maintaining respectful relationships	Lesson 3 – Consent 1	Lesson 4 – Consent 2	Lesson 5 – Contraception and parenthood and your fertility	Lesson 6 – Bullying, abuse and discrimination
<p>How to articulate relationship values and apply them in different types of relationships</p> <p>Recognise and challenge prejudice and discrimination and understand rights and responsibilities with regards to inclusion</p> <p>Recognise, respect and, if appropriate, challenge the ways different faiths or cultural views influence relationships</p>	<p>Manage personal safety in new relationships, including online activity</p> <p>To develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy</p> <p>Understand the difference between 'love' and 'lust'</p> <p>Use constructive dialogue to support relationships and negotiate difficulties</p>	<p>To understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's rights to give, not give and withdraw consent (on all contexts including online)</p>	<p>To understand the emotional, physical, social and legal consequences of failing to respect others' rights not to give or to withdraw consent</p> <p>How to recognise, and seek help in the case of sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities</p>	<p>To understand the implications of unintended pregnancy and young parenthood</p> <p>To recognise the advantages of delaying conceptions whilst acknowledging the changes in fertility with age</p> <p>To negotiate, and if necessary be able to assert, the use of contraception with a sexual partner</p> <p>To evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception) Know how to access advice and support quickly</p>	<p>To recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships</p> <p>To recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk</p> <p>Understand their rights in relation to harassment (including online) and stalking, how to respond and access support</p>

Appendix 4: Sessions taught by PSHE consultants

In the Senior School:

Some RSE content for Years 7-9 is delivered by Julie Johnson's sessions run for 70 minutes. Other sessions are run by Peter Johnson - psychotherapist and Mindfulness trainer. Other year groups may miss timetabled lessons to have PSHE or Mindfulness lesson.

The pupil sessions are often complemented by Parent Workshops which take place in the evenings:

Remove (Year 7) parents	Managing the Teenage Years
LIV (Year 8) parents	Bringing up our daughters in a sexualised world IV Form
(Year 9) parents	The Party Scene
V/UV Form (years 10 and 11) parents	Emotional and Mental Well-Being

Additional workshops may be organised to focus on topics of concern or interest.

Year 7 (Remove)

1. Mindfulness

- Four sessions plus follow up session in Year 8 - LIV
- Using Mindful practices to help students make more effective use of their minds
- Practising a variety of short attention training techniques
- Understanding how mental habits make worry worse
- Recognising and manage responses to real/ imagined threats
- Developing present moment awareness versus absent mindedness
- Offering techniques to find calm when lives are very busy

2. Growing Up and Puberty

- Coping with change, positive effects of change
- Loss/change/rite of passage
- Puberty and physical changes
- Menstruation
- Psychological changes
- Hygiene
- Spots

3. Growing Up and Relationships + Parent Workshop: Managing the Teenage Years

- Friendships and conflict
- Relationships with parents
- How parents feel
- Rights/responsibilities
- Freedom and trust

4. Growing Up and Well-Being

- How best to take care of your physical and emotional self
- Sleep
- Diet
- Exercise
- Emotional needs
- Body and feelings about body – sexuality - not coping with changing body image, affirming diversity.
- Mental health (dieting, self-harming)
- Strategies for coping with confused or negative feelings, Mindfulness

Year 8 (LIV)

1. Mindfulness (refresher)

- Review of previous year's course
- Practise at least two breath and body techniques

2. Self-esteem and Body Image + Parent Workshop: Bringing up our Daughters in a Sexualised World

- Changes in adolescence
- FGM
- Pressure from the media
- Distortion of images
- Dieting, anorexia and bulimia
- Nutrition
- What is healthy exercise?

3. Bereavement, Loss and Change

- Loss and change as part of life
- Different types of loss
- Death
- Working through bereavement
- Importance of symbolism
- Funerals and their role

Year 9 (IV Form)

1. The Party Scene + Parent Workshop: The Party Scene

- Alcohol
- Importance of parent being present
- Parties
- Legal highs
- Sexual behaviour

2. Resilience

- Peer pressure and independence
- Radicalisation
- Developing the ability to bounce back from difficulties

3. Drugs

- Law and drugs
- Different types of drugs
- Drug taking situations
- Consequences of drug use – legal and health

Year 10 (V Form)

1. Profiling Strengths

- Identification of Signature Strengths (as developed by Seligman and others in Positive Psychology movement)
- Online based questionnaire designed for young people
- Identify most significant signature strengths
- Use of signature strengths to develop wellbeing and positivity

2. Contraception + Parent Workshop: Emotional and Mental Well-Being (with UV parents)

- Legal age of consent
- Law and sex – reasons for this
- Anatomy and physiology
- Re-visit menstruation
- Basic forms – information

- Pill, cap, coil, IUD and condoms
- What can go wrong?
- Teenage pregnancy/ STIs (touched on briefly)
- Not having sex – abstinence
- Accessing family planning
- How to get guidance: rights and wrongs

3. STIs

- different types of STI's
- how they are contracted
- signs and symptoms
- testing - self test, GP's and attending clinics etc
- treatment
- prevention
- thoughts and feelings around this issues, myths and prejudices.

Year 11 (UV) Parent Workshop: Emotional and Mental Well-Being (with UV parents)

1. Healthy Relationships, Personal Safety, Consent and Rape

- Different types of relationships
- Same sex relationships
- Benefits of relationships
- Legal age of consent
- When are you at risk?
- Strategies to avoid risk
- How to get out of situations
- Effect of alcohol and other drugs
- Sexually aware society – predatory teenagers
- Dress and behaviour
- Men's attitudes, sexual arousal
- Rights and responsibilities
- Taking care of friends

2. Stress management

- Biology of stress
- Stretched or stressed?
- Effects of stress
- How to prevent stress
- Good psychological hygiene
- Relaxation techniques

Year 12 (LVI)

1. Well-being and flourishing

- What is mental and emotional health
- Things that can support it
- Self-harm, eating disorders, depression
- Where to get help and different types of help
- How to help friends
- Websites – effect of Internet sites

2. Leadership

- Understanding your own strengths and weaknesses
- Meyer-Briggs test and indicators
- Discover your psychological Type:
 - Where do you prefer to focus your attention?
 - How do you prefer to take in information?
 - How do you make decisions?
 - How do you deal with the external world?

Year 13 (UVI)

1. Abortion

- Different types
- Short/medium/long term effects (emotional, physical, psychological)
- Ethical issues
- Scenarios
- Rights of women/men
- Legal aspects

2. Women's Health and life after school

- Breast Checks
- Cervical smears
- Sleep, diet, exercise
- Revisit contraception and STIs

Appendix 5: RSE Audit

RSE PSHE Audit

*Pastoral Days – some content will also be covered during termly Pastoral Days

Key Stage 3

RSE Topics	PSHE Curriculum	Julie Johnson
Positive relationships <ul style="list-style-type: none"> The qualities they should expect and exhibit in a wide variety of positive relationships. Developing the skills of team working, including cooperation, negotiation, compromise and communication skills: such as offering and receiving constructive feedback and assertiveness. To explore the range of positive qualities people bring to relationships, and that relationships can cause strong feelings and emotions. The features of positive and stable relationships and unhealthy relationships. 	Remove – Spring Term 2 Building relationships Self-worth, romance and friendships (including online) and relationship boundaries LIV – Spring Term 2 Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception Form IV – Summer Term 1 Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Remove – 3 sessions The qualities they should expect and exhibit in a wide variety of positive relationships. To explore the positive qualities people, bring to relationships, and that relationships cause strong feelings and emotions The features of positive and stable relationships and unhealthy relationship.
Portrayal of relationships <ul style="list-style-type: none"> That the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations. To be aware of different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these. To recognise the portrayal and impact of sex in the media and social media (music videos, advertising and sexual images shared between young people, the unrealistic portrayal of relationships and sex in pornography). 	Remove – Spring Term 2 Building relationships Self-worth, romance and friendships (including online) and relationship boundaries Form IV – Summer Term 2 Intimate relationships Relationships and sex education including consent, contraception and attitudes to pornography	Remove – 3 sessions To be aware of different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these.
Family life <ul style="list-style-type: none"> The nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children. That marriage is a commitment, entered into freely — never forced through threat or coercion; how to safely access sources of support for themselves or others should they feel vulnerable. The roles and responsibilities of parents, carers and children in families. How to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement. 	Form IV – Summer Term 1 Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	LIV – 2 sessions The roles and responsibilities of parents, carers and children in families. How to manage or deal with the breakdown of a relationships and the effects change, including loss, separation, divorce and bereavement.

<p><u>Forming and maintaining relationships</u></p> <ul style="list-style-type: none"> • To understand the importance of friendship and begin to consider love and sexual relationships in this context; to understand what expectations might be of having a girl/boyfriend. • To consider different levels of intimacy and their consequences, including the acknowledge of (and respect for) the right not to have intimate relationships until ready. • About readiness for sex and the benefits of delaying sex. 	<p><u>Remove – Autumn Term 1</u> Transition and Diversity Transition to secondary school, diversity, prejudice, and bullying, sign language</p> <p><u>Remove – Spring Term 2</u> Building relationships Self-worth, romance and friendships (including online) and relationship boundaries</p>	<p><u>Remove – 3 sessions</u> To understand the importance of friendship and begin to consider love and sexual relationship in this context; to understand what expectations might be of having a boyfriend / girlfriend.</p> <p>To consider levels of intimacy and their consequences and sexual relationships in their consequences including the acknowledgement of (and respect for) the right not to have intimate relationships until ready.</p> <p><u>Form IV – 3 sessions</u> To understand the importance of friendship and begin to consider love and sexual relationship in this context; to understand what expectations might be of having a boyfriend / girlfriend.</p> <p>To consider levels of intimacy and their consequences and sexual relationships in their consequences including the acknowledgement of (and respect for) the right not to have intimate relationships until ready.</p>
<p><u>Consent</u></p> <ul style="list-style-type: none"> • That consent is freely given, and that being pressurised, manipulated or coerced to agree to something is not consent. • That the seeker of consent is responsible for ensuring that consent has been given, and if consent is not given or withdrawn — that the decision should always be respected. • About the law in relation to consent (including the legal age of consent and the responsibility in law for the seeker of consent to ensure that consent has been given). • How to seek the consent of another person and be sure that consent has been given; how to assertively withhold or withdraw consent. 	<p><u>Form IV – Summer Term 2</u> Intimate relationships Relationships and sex education including consent, contraception and attitudes to pornography</p>	<p><u>Form IV – 3 sessions</u> That consent is freely given, and that being pressurised, manipulated or coerced to agree to something is not consent.</p> <p>The law in relation to consent, (including the legal age of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)</p> <p>How to seek consent from another person and be sure that consent has been given; how to assertively withhold or withdraw consent.</p>
<p><u>Contraception and sexual health</u></p> <ul style="list-style-type: none"> • That certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs. • About the purpose and importance of immunisation and vaccination (such as HPV vaccination). • About choice of contraception, including the condom and pill; to negotiate condom use and to develop communication and skills necessary for contraceptive use. • About the risks related to unprotected sex, which could include exploring the consequences of unintended pregnancy and the options available in such circumstances. 	<p><u>LIV – Spring Term 2</u> Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p> <p><u>Form IV – Summer Term 2</u> Intimate relationships Relationships and sex education including consent, contraception and attitudes to pornography</p>	

<p><u>Peer pressure</u></p> <ul style="list-style-type: none"> To recognise peer pressure and have strategies to manage it; to recognise 'group think' and to develop strategies for managing it. To understand the feelings and pressure that the need for peer approval can generate 	<p><u>LIV – Autumn Term 1</u></p> <p>About 'group think' and how it affects behaviour</p> <p>To manage risk in relation to gangs</p> <p>About the legal and physical risks of carrying a knife</p>	<p><u>Remove – 3 sessions</u></p> <p>To recognise peer pressure and have strategies to manage it; to recognise 'group think' and to develop strategies for managing it. To understand the feelings and pressure that the need for peer approval can generate.</p> <p><u>Form IV – 3 sessions</u></p> <p>To recognise peer pressure and have strategies to manage it; to recognise 'group think' and to develop strategies for managing it. To understand the feelings and pressure that the need for peer approval can generate.</p>
<p><u>LGBT+ inclusive curriculum*</u></p> <ul style="list-style-type: none"> About the difference between biological sex, gender identity and sexual orientation; to recognise that there is diversity in sexual attraction and developing sexuality. To know the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology. About the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it, and how to do so. * This should not be seen as a separate 'topic' but should be a feature of the entire programme. 	<p><u>Remove – Autumn Term 1</u></p> <p><u>Transition and Diversity</u></p> <p>Transition to secondary school, diversity, prejudice, and bullying, sign language</p> <p><u>LIV – Spring Term 2</u></p> <p><u>Identity and relationships</u></p> <p>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p> <p><u>LIV – Autumn Term 2</u></p> <p><u>Discrimination</u></p> <p>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p>	<p><u>Remove – 3 sessions</u></p> <p>About the difference between biological sex, gender identity and sexual orientation; to recognise there is diversity in sexual attraction and developing sexuality.</p>
<p><u>Bullying and abuse</u></p> <ul style="list-style-type: none"> To recognise bullying and abuse in all its forms (including prejudice-based bullying) and to have the skills and strategies to manage being targeted or witnessing others being targeted. The support services available should students feel — or believe others feel — they are being abused/in an unhealthy relationship; how to access these support services. 	<p><u>Remove – Autumn Term 1</u></p> <p><u>Transition and Diversity</u></p> <p>Transition to secondary school, diversity, prejudice, and bullying, sign language</p> <p><u>LIV – Autumn Term 2</u></p> <p><u>Discrimination</u></p> <p>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p>	
<p><u>Friendship groups and gangs</u></p> <ul style="list-style-type: none"> Laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences); strategies for managing pressure to carry a weapon. About the difference between friendship groups and gangs (including the risks posed by membership of gangs); strategies for managing pressure to join a group or gang and how to access appropriate support. 		

Online relationships <ul style="list-style-type: none"> The safe and responsible use of information communication technology (including safe management of personal data). To establish clear personal boundaries around those aspects of their lives they wish to be private: shared only with specific people, and made public; to understand their right to privacy. How to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns and when the sharing of explicit images may constitute a serious criminal offence. 	Remove – Spring Term 2 Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	
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Key Stage 4

RSE Topics	PSHE Curriculum - no PSCE lessons on Key Stage 4	Julie Johnson
Managing healthy relationships <ul style="list-style-type: none"> To develop strategies to manage strong emotions and feelings and to recognise the characteristics and benefits of positive, strong, supportive, equal relationships. To manage changes in personal relationships including the ending of relationships and the role peers can play in supporting one another and how to access organisations and other sources of information, advice and support. 		Form V – 2 sessions To develop strategies to manage strong emotions and feelings and to recognise the characteristics and benefits of positive, strong supportive, equal relationships – touched on, but not in detail UV – 2 sessions To develop strategies to manage strong emotions and feelings and to recognise the characteristics and benefits of positive, strong supportive, equal relationships. To manage changes in relationships including the ending of relationships and the role peers can play in supporting one another and how to access organisations and other sources of information advice and support.
Portrayal of Relationships <ul style="list-style-type: none"> To understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics). To understand the pernicious influence of gender double standards and victim-blaming. To manage unwanted attention in a variety of contexts (including harassment and stalking). 		Form V – 2 sessions To understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics). touched on, but not in detail UV – 2 sessions To understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics). To understand the pernicious influence of gender double standards and victim blaming To manage unwanted attention in a variety of context (including harassment and stalking- not covered)

<p><u>Different types of families</u></p> <ul style="list-style-type: none"> • To understand that living together, marriage and civil partnerships are ways that people freely, and without coercion, demonstrate their commitment to each other. • To develop an understanding of parenting skills, and qualities that are of central importance to family life (including the implications of young parenthood). • The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances. • The reasons why parents choose to adopt/foster or to place children for adoption/fostering. That fertility levels can vary in different people and decreases with age; about the options open to people who are not able to conceive. • [The facts around pregnancy including miscarriage.] 		
<p><u>Unhealthy relationships</u></p> <ul style="list-style-type: none"> • To recognise when a relationship is unhealthy or abusive (including emotional and physical abuse or violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for themselves or others at risk. • About the impact of domestic abuse and the statutory and voluntary organisations that support relationships experiencing difficulties. • To recognise when others are using manipulation, persuasion or coercion and how to respond. To develop an awareness of exploitation, bullying, harassment and control in relationships and the skills and strategies to respond appropriately or access support. 		<p><u>UV – 2 sessions</u></p> <p>To recognise when a relationship is unhealthy or abusive (including emotional) and physical abuse or violence including 'honour; based violence, forced marriage and rape) and strategies to manage this or access support for themselves or others at risk.</p> <p>About the impact of domestic abuse and the statutory and voluntary organizations that support relationships experiencing difficulties</p> <p>To recognise when others are using manipulation, persuasion or coercion and how to respond. To develop an awareness of exploitation, bullying, harassment and control in relationships and the skills and strategies to respond appropriately or access support.</p>

<p><u>Consent</u></p> <ul style="list-style-type: none"> • To understand the concept of consent; how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity. • To understand and respect others' faith and cultural expectations concerning relationships and sexual activity and to assess readiness for sex. • To recognise the impact of drugs and alcohol on choices and sexual behaviour. 		<p><u>Form V – 2 sessions</u></p> <p>To understand the concept of consent; how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity.</p> <p>To understand and respect others' faith and cultural expectations concerning relationships and sexual activity and to assess readiness for sex. – touched on but not in detail</p> <p><u>UV – 2 sessions</u></p> <p>To understand the concept of consent; how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity.</p> <p>To understand and respect others' faith and cultural expectations concerning relationships and sexual activity and to assess readiness for sex. – touched on but not in detail</p>
<p><u>Conception and pregnancy choices</u></p> <ul style="list-style-type: none"> • To understand the consequences of unintended pregnancy and of teenage parenthood and about the pathways available in the event of unintended pregnancy including the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support. • To recognise how lifestyle choices affect a developing foetus. 		
<p><u>Sexual health and contraception</u></p> <ul style="list-style-type: none"> • To identify reliable sources of information about sexual health services and to learn about accessing and the correct use of contraception (including emergency contraception); negotiating condom use. • About STIs, including HIV/AIDs, how to protect themselves and others from infection and how to respond if they feel they (or others) are at risk. 		<p><u>Form V – 2 sessions</u></p> <p>To identify sources of information about sexual health services and to learn about accessing the correct use of contraception (including emergency contraception); negotiating condom use.</p> <p>About STI's, including HIV/AIDFS, how to protect themselves and others from infection how to respond if they feel they (or others) are at risk.</p> <p><u>UV – 2 sessions</u></p> <p>To identify sources of information about sexual health services and to learn about accessing the correct use of contraception (including emergency contraception); negotiating condom use.</p> <p>About STI's, including HIV/AIDFS, how to protect themselves and others from infection how to respond if they feel they (or others) are at risk.</p>

<p><u>LGBT+ inclusive curriculum*</u></p> <ul style="list-style-type: none"> • About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them. • *This should not be seen as a separate 'topic' but should be a feature of the entire programme 		
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Appendix 6: LVI Form Enrichment Programme.

The PSCE option must be taken once by all girls during the 5 Enrichment blocks between now and the first half of the Summer Term.

Lesson 1 – Relationship values

- How to articulate relationship values and apply them in different types of relationships.
- Recognise and challenge prejudice and discrimination and understand rights and responsibilities with regards to inclusion
- Recognise, respect and, if appropriate, challenge the ways different faiths or cultural views influence relationships

Lesson 2 – Forming and maintaining respectful relationships

- Manage personal safety in new relationships, including online activity
- To develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimac.
- Understand the difference between 'love' and 'lust'
- Use constructive dialogue to support relationships and negotiate difficulties

Lesson 3 – Consent 1

- To understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's rights to give, not give and withdraw consent (on all contexts including online)

Lesson 4 – Consent 2

- To understand the emotional, physical, social and legal consequences of failing to respect others' rights not to give or to withdraw consent
- How to recognise, and seek help in the case of sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities

Lesson 5 – Contraception and parenthood

- To understand the implications of unintended pregnancy and young parenthood
- To recognise the advantages of delaying conceptions whilst acknowledging the changes in fertility with age
- To negotiate, and if necessary be able to assert, the use of contraception with a sexual partner
- To evaluate the most appropriate methods of contraception in different circumstances (including emergency contraception)
- Know how to access advice and support quickly

Lesson 6 – Bullying, abuse and discrimination

- To recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships
- To recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk

- Understand their rights in relation to harassment (including online) and stalking, how to respond and access support