



Queen's College, London

Relationships & Sex Education Policy

Due for review Michaelmas Term 2025

Background Information

This policy was developed by the Senior Leadership Team (SLT) through a variety of consultation methods involving pupils, parents/carers, staff, Council members and the College Nurse. All views were considered when developing this policy and the Relationships and Sex Education (RSE) programme. It has been reviewed by the Director of Pupil Welfare to bring it up to date with statutory requirements for RSE from September 2020.

Policy Statement

RSE is a lifelong learning process of acquiring information, developing skills, and forming positive beliefs and attitudes about the emotional, social, and physical aspects of growing up, sex, sexuality, relationships, feelings, and sexual health.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain healthy and fulfilling relationships. Crucially, it enables young people to make responsible and informed decisions about their safety, health, and wellbeing in every context.

The 1996 Education Act consolidates all relevant previous legislation and states that all secondary schools are required to provide an RSE programme that includes, (as a minimum) information about sexually transmitted infections and HIV/AIDS. The sex education elements contained in the National Curriculum Science Orders are also mandatory. All schools must provide an up-to-date policy that describes the content and organisation of RSE provided outside the National Curriculum Science Order. The DfE's Sex and Relationship Education Guidance (2000) supports this legislation and suggests that schools should set sex education within a broader base of self-esteem and responsibility for the consequences of one's actions. The 2019 Relationships Education, Relationships and Sex Education (RSE) and Health Education regulations replace the DfE's Sex and Relationships Education guidance (2000) and set out that pupils receiving secondary education in an independent context must be taught RSE from September 2020. Due to the Covid-19 pandemic, an amendment was published extending the commencement of these regulations to the start of the Summer Term in 2021. This detailed guidance specifies the rationale, purpose, curriculum, right to withdraw, consultation and policy requirements for RSE, and makes suggestions for delivery, teaching, and assessment strategies to

ensure all pupils make progress in achieving the expected educational outcomes and that teaching is accessible to all pupils including those with SEND. The guidelines establish that a school's RSE curriculum is to be specific to the context of each particular school, therefore flexibility is granted to meet the needs of each school population and respond to local trends and needs. The DfE are in the process of conducting a review into RSE and have stated they will be publishing new guidance by the end of 2023.

These guidelines form the basis of this document, the updated RSE curriculum, and ongoing monitoring, review, and implementation of both going forwards, in consultation with parents. The policy is reviewed annually and approved by the Council.

Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of RSE in the College for staff, parents/carers, and the Council.

Moral and Values Framework

The RSE programme at Queen's College reflects the school ethos, as well as demonstrating, and encouraging the following values:

1. Respect for self
2. Respect for others
3. Responsibility for one's own actions
4. Responsibility within one's family, friends, schools, and wider community

Equal Opportunities Statement

In line with statutory guidance and the Equality Act 2010, the College is committed to the provision of RSE to all its pupils. Our programme aims to respond to the diversity of pupils' cultures, faiths, ages, abilities, readiness, and family backgrounds. Equal time and provision are allocated for all groups, but there may be occasions where SEND pupils are given extra support and/or adjusted provision from the Learning Support Coordinator. In addition, provisions within the Equality Act allow the College to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

Content

The compulsory subject content is age and developmentally appropriate. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and the wider College community with the aim of providing pupils with the knowledge they need.

In Key Stage 3 (Class 3, Class 2, and Class 1), pupils learn how good relationships can promote mental wellbeing, how to manage their feelings positively and how to manage changing relationships, on and offline. They learn the law relating to sexual behaviour (including consent and FGM), how to develop skills of assertiveness to resist peer pressure, conforming to expectations, and stereotyping, sources of advice & support and when and where to get help. When learning about legal rights and discrimination in all forms, pupils cover gender identity and sexual orientation, as well as considering gender stereotypes and behaviour. In order to keep pupils safe from harm and help them develop responsible and healthy attitudes and behaviours, they are introduced to information about contraception, the risks of STIs, sending nudes and attitudes towards pornography, as well as any associated laws.

In Key Stage 4 (I Junior and II Junior) pupils learn to recognise the influences, expectations, and pressures they face around sexual behaviour (including pornography, abuse, harassment, and gender expectations) and how to respond appropriately, responsibly, assertively, and confidently to do what is right for them without causing harm to others. They are advised and encouraged to seek professional health advice and/or support from others as their independence grows. They learn how HIV and other sexually transmitted infections affect the body, how different forms of contraception work, the risks associated with early sexual activity and its link with the use of alcohol and drugs. Learning not only takes a physical health dimension but is sure to include the psychological and emotional impact of intimate and sexual relationships. Keeping safe physically, emotionally, and mentally are all covered with equal importance. Varying family structures, parental responsibilities, marriage, and pregnancy choices are explored. Building on topics introduced in KS3, pupils deepen their understanding of communities, equality, diversity, and discrimination, and learn about radicalisation and extremism, and how to challenge them.

In Key Stage 5 (I Senior and II Senior), topics that pupils have established a foundation of knowledge in lower down the school are explored in greater depth

to meet their needs as young adults. Knowledge about gender, sexuality and equality is investigated, and pupils are taught skills and information for assertive communication, consent, and the law, as well as abusive relationships, to help keep them safe. Pupils are given opportunities to discuss and hear more about sexual health topics, the menopause, contraception, pregnancy, sexual wellbeing and understanding pornography in order that they make an informed choice when embarking on intimate relationships.

Materials used reflect the needs of all pupils and are developed to meet the needs of the Queen's College community. Age, developmental stage, and cultural backgrounds of the pupils are considered in relation to any resources.

Organisation

RSE is not delivered in isolation; it is firmly embedded in all curriculum areas, including PSHE. At Queen's College, London the *main* content is delivered in PSHE lessons and is also supported in Science and Religious Studies.

RSE can be delivered by a range of staff depending on the needs of the pupils and staff in order that pupils receive the most effective learning opportunities. Who will be delivering RSE content is planned in order that learning is coherent and supportive for pupils. Usually, RSE is taught by Form Tutors or Year Tutors in form or year groups. On occasion where appropriate, it may also be delivered by other staff involved in the provision of RSE, for example the Director of Pupil Welfare, College nurse, Section Heads, or external expert speakers.

Visitors from outside the College are used to support the delivery of PSHE as follows:

1. Visitors are invited to the College because of the expertise or contribution they can make;
2. All input to PSHE lessons is part of a planned programme and negotiated and agreed with staff in advance;
3. The input of visitors is monitored and evaluated by staff and pupils.

Queen's recognises the importance of training for staff for delivering RSE and recognises the sensitive nature of delivering RSE using subject teachers. Staff are encouraged to communicate with their Head of Section/Year Tutor if they are

uncomfortable teaching any part of RSE. Staff training for RSE is organised when a need arises, and staff have had annual training in 2020-21 and 2021-22.

Monitoring and Evaluation

RSE as part of PSHE is reviewed on an annual basis by the Director of Pupil Welfare. Queen's College recognises the importance of listening to pupil feedback and the review considers annual PSHE surveys completed by the pupils.

Queen's College also follows the DfE guidance on assessment: *Schools should have the **same high expectations** of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with **regular feedback** provided on pupil progress. 124. Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. **Teaching should be assessed** and assessments used to identify where pupils need extra support or intervention. 125. Whilst there is no formal examined assessment for these subjects, there are some areas to consider in strengthening quality of provision, and which demonstrate how teachers can assess outcomes. For example, tests, written assignments or self-evaluations, to capture progress.*

While there is no formal examined assessment in PSHE and RSE, pupils' knowledge, skills and understanding are evaluated through classroom discussion and formative assessment activities appropriate to the context of the lesson. Teachers and those delivering RSE education should collect evidence of learning to make a judgement about pupils' progress and deliver feedback in written reports. This may include observations, presentations, written assignments, group work, classroom contributions and self-evaluations, to capture progress.

Pupils' progress can also be evaluated in terms of their overall application of knowledge, skills and understanding into the wider school context in areas such as, but not limited to, participation, conflict resolution, decision-making and the formation of positive and respectful relationships.

Specific Issues within RSE

Withdrawal

Parents/Carers have the right to request the withdrawal of their child from all or part of the sex education provided at school within statutory RSE only.

Parents/carers wishing to exercise this right are invited in to see the Principal to discuss the request to ensure that their wishes are understood, clarify the nature and purpose of the curriculum, explore any concerns, and discuss the impact that withdrawal may have on the child. If appropriate, the child may also be invited to part of these discussions.

A child also has a right to opt into sex education from three academic terms before they turn 16. Therefore, the College, except in exceptional circumstances, will respect the parents/carers' request to withdraw their child up to and until 3 terms before the child turns 16. If at that point, the pupil wishes to receive sex education rather than be withdrawn, the College will respect the right of the pupil and make the provision.

If a pupil is withdrawn from sex education at any point, the College will ensure the pupil receives purposeful education during the period of withdrawal. A record will be kept by the College of all such decisions.

Lesson Resources

The College believes that productive partnership between parents/carers and teachers provides the best outcomes for young people. In line with government guidance, we do not withhold the sharing of teaching resources from parents. However, as the resources used in lessons are designed to be pupil or teacher facing, we do manage this process, when requested, so that a conversation can be had about the resources to avoid misunderstandings. If a parent/carer requests to see lesson resources, then a meeting is held to explore and view the resources. Resources are never sent via email to a parent.

Safeguarding, Child Protection and Confidentiality

The College has a separate Safeguarding and Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns. Pupils will be made aware by staff leading RSE sessions that confidentiality cannot be guaranteed to ensure safeguarding.

Disclosures

If a member of staff learns that an under 16-year-old is sexually active or contemplating sexual activity the College will ensure that:

1. The young person is persuaded to talk to their parent/carer;
2. Child Protection issues are addressed;
3. The young person receives adequate support and information;
4. The Principal will monitor the frequency of cases where they handle information without parental knowledge.

Controversial and Sensitive Issues

A safe, inclusive, supportive, and sensitive learning environment should be created by those leading RSE sessions in each context by establishing ground rules for engagement in the lesson.

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils can form their own, informed opinions but also respect others that may have a different view.

Dealing with Questions

Pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. The College believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned. Pupils will be made aware that confidentiality cannot be guaranteed should there be a safeguarding concern.

LGBTQ+

Queen's College believes that RSE should meet the needs of all pupils, and that staff should be able to answer appropriate questions and offer support. Homophobic, transphobic or any other form of bullying is dealt with strongly. LGBTQ+ content is embedded within the RSE curriculum and students are also given individual support where there is a need.

Dissemination

Copies of this policy are available from the College office on request from parents and this policy is available on the College website.

The Pastoral Deputy Head, Director of Pupil Welfare and the Heads of Section facilitate the gathering of policy feedback from parents, staff, and pupils.