



QUEEN ELIZABETH GRAMMAR SCHOOL WAKEFIELD

QEGS Relationships and Sex Education Policy (Senior Section)

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1. Rationale and ethos

Relationships and sex education (RSE) at QEGS is the continuation of a lifelong learning process about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip our boys with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

This policy was developed by the PSHE Co-ordinator and Senior Leadership Team, through a variety of consultation methods. All views were taken into account when developing this policy and the RSE programme.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being. This is underpinned by the school's ethos of nurturing the growth in young people of respect, responsibility, kindness and individuality, and our stated aims of upholding high standards of personal behaviour and the development of a moral compass which nurtures the qualities of tolerance, altruism and understanding of others.

The intended outcomes of our programme are that pupils will learn about:

- different types of relationships, including friendships, family relationships, intimate relationships,
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

2. Roles and responsibilities

The RSE programme will be led by the PSHE co-ordinator, who is responsible for developing the scheme of work taught across the key stages, and for ensuring the programme is fit for purpose. The RSE sessions within PSHE will primarily be taught by form tutors at key stage 3, and by specialist teachers at key stage 4 and above. The delivery of sensitive content will be supported with the engagement of external speakers from a variety of agencies, including the NHS.

Staff are responsible for:

- Ensuring a safe learning environment
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our core values of respect for others at all times, kindness, individuality and understanding of others.

3. Legislation (statutory regulations and guidance)

Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

- Promote the wellbeing of pupils at the school

Revised Department for Education statutory guidance will state that from September 2020 all schools must deliver:

- Relationships Education (Primary) and Relationships and Sex Education (Secondary)

4. Curriculum design

RSE is primarily taught within the school's personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Relationships education is also taught as part of the religious studies curriculum.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

High quality resources will support our RSE provision and will be regularly reviewed by the PSHE co-ordinator. Learning about relationships and sex education in PSHE education lessons will complement learning in academic subjects such as religious studies and english.

Any new topic in PSHE will be introduced taking into account pupils' prior knowledge. Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfire. Pupils will be reassured that the majority of young people make positive healthy lifestyle choices. Pupils are helped to make connections between PSHE education and their 'real life' experiences.

An overview of the learning objectives in each year group can be found within the PSHE handbook. Pupils will be encouraged to reflect on their own learning and progress at the end of each lesson.

5. Safe and Effective practice

PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.

6. Safeguarding

Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

Pupils are made aware of counselling and information services both in and out of school and offered appropriate support.

7. Engaging stakeholders

The policy will be available to parents through the school website. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support via the school's Firefly page.

We will notify parents when Relationships and Sex education will begin in Year 7 by letter during the autumn term.

Parents' have the right to withdraw their children from the non-statutory sex education components of RSE. Parents will **not** be able to withdraw their child from relationships education. Parents can identify when RSE is being covered by referring to the PSHE overview document on the school website. Requests for withdrawal should be put in writing and addressed to the headmaster. The school will keep a record of all such requests. The headmaster or his representative will discuss the request with parents and take appropriate action. It is hoped that most parents will see the advantages of well planned and resourced RSE in a safe learning environment. Appropriate alternative work will be given to pupils who are withdrawn from RSE.

8. Monitoring, reporting and evaluation

The provision of PSHE is evaluated with a departmental review plan.

Teachers will critically reflect on their work in delivering RSE against the stated learning objectives. Any difficulties with the resources or lesson plans will be brought to the attention of the PSHE co-ordinator, who will review and amend or update as required.

Pupils' knowledge and understanding will be assessed through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include: presentations, written evidence, group work, observations. Pupils' application of knowledge and skills will also be assessed through wider school participation, resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending planned learning activities, and as such they are encouraged to provide feedback on the lessons and tasks therein.

9. RSE policy review date

This policy will be reviewed for September 2022

It will be reviewed by MRB,SLR,JJ,DJR, AME, JTP