Queensbury School Relationships and Sex Education Policy

Person responsible: Teaching and Learning Lead

Date reviewed: June 2026

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As we are a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Queensbury School we teach RSE as set out in this policy.

3. Policy development

This policy will be developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – The policy will be shared with parents and any interested parties and be available on the Queensbury School website.

4. Pupil consultation – we will investigate what pupils want from their RSE

5. Ratification – once amendments are made, the policy will be shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

RSE is adapted to meet the needs of all learners, including those with SEND. Teaching strategies include the use of visual supports, repetition, structured language and small step learning. Content is delivered at an appropriate developmental level to ensure understanding, safety and accessibility. All RSE content is carefully sequenced and age appropriate. More sensitive content is introduced gradually, in line with pupils' physical and emotional maturity. Parents are provided with opportunities to view RSE curriculum content. The school will communicate clearly what is taught and when and will offer opportunities for discussion.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is delivered within the school's safeguarding framework and in line with Keeping Children Safe in Education (KCSIE). Staff are trained to recognise disclosures or safeguarding concerns arising during RSE lessons and will follow the school's safeguarding procedures, including referral to the Designated Safeguarding Lead (DSL). RSE is taught within the Personal Development / SMSC education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE) and Life Skills.

The Loudmouth theatre in Education Company will deliver performances and workshops to all key stages to cover a range of Sex and Relationship Education issues through the programmes 'Safe and Sound', 'Trust Me', and 'Working for Marcus'.

'Trust Me' is a lively theatre in education programme that helps young people aged 13 upwards to learn about relationships and sexual health issues such as sexually transmitted infections, contraception, consent and unplanned pregnancy. The programme supports learners to understand the impact that unprotected sex can have and share ideas on how to create healthy, happy and safe relationships.

'Safe and Sound' promotes ways to raise confidence and knowledge of sexual health and raise awareness of local health services.

'Working for Marcus' is a powerful theatre in education programme on child sexual exploitation (CSE) including online sexual exploitation and abuse by individuals, organised groups or gangs. The programme

includes workshops and lesson plans to provide a strong educational base that is informed by the research based drama.

For more information about our RSE curriculum, see Appendices 1 and 2.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy and hold the Executive Head Teacher to account for its implementation.

7.2 The Executive Head Teacher

The Executive Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- 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 components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Executive Head Teacher. All form staff at Queensbury School have a responsibility for teaching RSE in Queensbury School.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents have the right to withdraw their children from the components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Executive Head Teacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Executive Head Teacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are to be trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Executive Head Teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Head of Faculty for Personal Development through:

Planning scrutiny, lesson drop-ins and book scrutiny.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Pupil voice, parent feedback and evaluation, also ensure the effectiveness of the RSE curriculum.

This policy will be reviewed by the Head of Faculty for Personal Development and SLT annually.

At every review, the policy will be approved by the governing board and the Executive Head Teacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW	COVERAGE
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed	• YEAR 7 – SUMMER 1: FAMILIES • YEAR 9 – SPRING 1: RELATIONSHIPS • YEAR 11 – SPRING 2: RELATIONSHIPS

TOPIC	PUPILS SHOULD KNOW	COVERAGE
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal	• YEAR 7 – AUTUMN 2: LIVING IN THE WIDER WORLD • 7Q - YEAR 7 – AUTUMN 1: RELATIONSHIPS & RELATIONSHIPS: SPRING 2 • YEAR 8 – AUTUMN 1 & 2: RELATIONSHIPS • YEAR 9 – AUTUMN 1: RELATIONSHIPS • YEAR 9 – SPRING 1: RELATIONSHIPS • YEAR 9 – SPRING 2 – LIVING IN THE WIDER WORLD • YEAR 10 – AUTUMN 1: RELATIONSHIPS • YEAR 11 – AUTUMN 1: RELATIONSHIPS • YEAR 11 – SPRING 2: RELATIONSHIPS • YEAR 12 – AUTUMN 1: RELATIONSHIPS • YEAR 12 – AUTUMN 2: LIVING IN THE WIDER WORLD • YEAR 12 – SPRING 1: HEALTH & WELLBEING • YEAR 12 – SPRING 2: RELATIONSHIPS

TOPIC	PUPILS SHOULD KNOW	COVERAGE
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online	• 7Q - YEAR 7 – SUMMER 1: SELF-CARE SUPPORT & SAFETY • YEAR 8 – SPRING 1: LIVING IN THE WIDER WORLD • YEAR 8 – SPRING 2: HEALTH & WELLBEING • YEAR 9 – AUTUMN 2: RELATIONSHIPS • YEAR 10 – SUMMER 2: HEALTH & WELLBEING • YEAR 11 – SPRING 2: RELATIONSHIPS • YEAR 12 – SPRING 2: RELATIONSHIPS
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)	• YEAR 8 – SPRING 2: HEALTH & WELLBEING • YEAR 9 – AUTUMN 2: HEALTH & WELLBEING • YEAR 10 – SUMMER 2: HEALTH & WELLBEING • YEAR 11 – SPRING 2: RELATIONSHIPS • YEAR 12 – SUMMER 2: HEALTH & WELLBEING

TOPIC	PUPILS SHOULD KNOW	COVERAGE
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	• YEAR 10 – SPRING 2: HEALTH & WELLBEING • YEAR 12 – SPRING 2: RELATIONSHIPS

TOPIC	PUPILS SHOULD KNOW	COVERAGE
Mental Wellbeing	• how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	• YEAR 7 – SUMMER 1: RELATIONSHIPS • YEAR 7 – AUTUMN 2: LIVING IN THE WIDER WORLD • 7Q – SPRING 2 – MANAGING FEELINGS • YEAR 8 – AUTUMN 1: RELATIONSHIPS • YEAR 9 – SUMMER 2: HEALTH & WELLBEING • YEAR 10 – AUTUMN 2: HEALTH & WELLBEING • YEAR 10 – SPRING 1: HEALTH & WELLBEING • YEAR 10 – SUMMER 1: LIVING IN THE WIDER WORLD • YEAR 12 – SPRING 1: HEALTH & WELLBEING
Internet safety and harms	• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	• YEAR 8 – SPRING 1 & 2: LIVING IN THE WIDER WORLD/ HEALTH & WELLBEING • YEAR 10 – SUMMER 2: HEALTH & WELLBEING • YEAR 11 – AUTUMN 2: LIVING IN THE WIDER WORLD & SPRING 2: RELATIONSHIPS • YEAR 12 – SUMMER 1: LIVING IN THE WIDER WORLD

TOPIC	PUPILS SHOULD KNOW	COVERAGE
Physical health and fitness	• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy Lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • about the science relating to blood, organ and stem cell donation.	• YEAR 7 – SPRING 1: HEALTH & WELLBEING • 7Q – HEALTHY LIFESTYLES – SUMMER 2 • YEAR 8 – SPRING 2: HEALTH & WELLBEING • YEAR 9 – SUMMER 2: HEALTH & WELLBEING • YEAR 12 – SUMMER 2: HEALTH & WELLBEING
Basic first aid	• basic treatment for common injuries. • life-saving skills, including how to administer CPR.15 • the purpose of defibrillators and when one might be needed	• YEAR 9 – AUTUMN 2: HEALTH & WELLBEING • YEAR 11 – SPRING 1: HEALTH & WELLBEING • YEAR 12 – SPRING 1: HEALTH & WELLBEING
Changing adolescent body	• key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.	• YEAR 7 – AUTUMN 1: RELATIONSHIPS • 7Q - RELATIONSHIPS: SPRING 1 • YEAR 10 – SPRING 2: HEALTH & WELLBEING • YEAR 11 – SUMMER 2: HEALTH & WELLBEING • YEAR 12 – SUMMER 2: HEALTH & WELLBEING

TOPIC	PUPILS SHOULD KNOW	COVERAGE
Health and prevention	• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn	• YEAR 7 – SPRING 1: HEALTH & WELLBEING • YEAR 8: SPRING 2: HEALTH & WELLBEING • YEAR 9 – AUTUMN 2: HEALTH & WELLBEING • YEAR 9 – SUMMER 1 & 2: HEALTH & WELLBEING • YEAR 10 – SUMMER 2: HEALTH & WELLBEING • YEAR 11 – SUMMER 1: HEALTH & WELLBEING
Drugs, alcohol and tobacco	Pupils should know • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so	• YEAR 11 – SUMMER 1: HEALTH & WELLBEING • YEAR 12 – SUMMER 2: HEALTH & WELLBEING

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	