



**QUEEN ETHELBURGA'S COLLEGIATE
RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY**

Authorised by	The Collegiate Board
Signed Chair of the Collegiate Board
Date	
Effective date of the policy	1 September 2022



QUEEN ETHELBURGA'S COLLEGIATE RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

<p>Reviewed: 31st July 2022</p> <p>Due for review: July 2023</p>	<p>This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:</p> <p>Education (Independent School Standards) Regulations 2014</p> <p>Keeping children safe in education 2022, in force from 1 September 2022</p> <p>Working Together to Safeguard Children 2018 (updated December 2020)</p> <p>National minimum standards for boarding schools, in force from 5 September 2022</p> <p>Statutory framework for the Early Years Foundation Stage (DfE, September 2021)</p> <p>Statutory guidance on relationships education, relationships and sex education (RSE) and health education</p> <p>Education and Skills Act 2008</p> <p>Education Act 2002, Section 80A; and Sections 403, 406 and 407 of the Education Act 1996</p> <p>Children Act 1989</p> <p>Equality Act 2010, Part 6, chapter 1</p> <p>Children and Families Act 2014</p> <p>Children and Social Work Act 2017 Sections 34 and 35</p> <p>This policy has regard to the following guidance and advice:</p> <p>The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019</p> <p>The Independent School Standards - Guidance for independent schools (April 2019)</p> <p>SEND Code of Practice: 0-25 years January 2015</p> <p>Understanding Relationships and Health Education - a guide for primary school parents</p> <p>Understanding Relationships, Sex and Health Education - a guide for secondary school parents</p>	<p>To be viewed alongside the following related policies and documentation:</p> <p>Anti-bullying Policy</p> <p>Behaviour and Discipline Policy</p> <p>Child Protection and Safeguarding Policy</p> <p>Curriculum Policies</p> <p>E-safety – Digital Wellbeing Policy</p> <p>Equality, Diversity and Inclusion Policy</p> <p>Expulsion, Removal and Review Policy</p> <p>Personal Development Policy</p> <p>Risk Assessment Policy for Student Welfare</p> <p>SEND Policy</p> <p>Smoking, Alcohol, Drugs and Substances Policy</p> <p>SMSC Policy</p>	<p>Publication and availability for Staff, Parents, Carers and Prospective Parents:</p> <p>This policy is published on the QE website and on the Parent Portal. It is available to staff on SharePoint.</p>
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	<p>Relationships education, relationships and sex education (RSE) and health education: FAQs</p> <p>Changes to personal, social, health and economic (PSHE) and relationships and sex education (RSE). New curriculum introduction in September 2020.</p> <p>Relationships education, RSE and PSHE March 2017</p> <p>Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, August 2016)</p> <p>Mental health and behaviour in schools (November 2018)</p> <p>Searching, Screening and Confiscation (July 2022)</p> <p>The SRE toolkit (Sex Education Forum/2008)</p> <p>Social and emotional aspects of learning (SEAL) programme in secondary schools: national evaluation</p> <p>Preventing and Tackling Bullying (including advice on cyberbullying)</p> <p>Promoting fundamental British values as apart of SMSC in schools (November 2014)</p>	<p>Student Acceptable Use Policy</p>	
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Introduction

This policy applies to the Queen Ethelburga's Collegiate - Queen's Kindergarten, Chapter House Preparatory School, King's Magna Middle School, Queen Ethelburga's College and The Faculty of Queen Ethelburga's - hereafter referred to as "the Collegiate".

This policy has been prepared to meet the Collegiate's responsibilities and takes full account of all relevant legislation and statutory guidance as it applies to relationships education. It has regard to the statutory legislation of 2019: [The Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019](#) made under sections 34 and 35 of the Children and Social Work Act 2017, from 1 September 2020; and the DfE statutory guidance detailing curriculum requirements for September 2020: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#); and the DfE statutory guidance detailing curriculum requirements for September 2020: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

These make relationships and sex education compulsory as follows:

- Relationships education – for all pupils receiving primary education.
- Relationships and sex education – for all pupils receiving secondary education (Year 7 and above), subject to a limited parental right to withdraw pupils.

This policy has been developed through a variety of consultation methods, including parent and student questionnaires and discussions in focus groups with Collegiate staff, students and parents. At Queen Ethelburga's, RSE is delivered by a dedicated team of specialists, led by the Head of Personal Development.

Aims

The Collegiate believes that relationship and sex education should not be delivered in isolation, but that it is an integral part of the Personal Development curriculum, providing students with the knowledge they need in the context of a broad and balanced curriculum. It is taught with due regard to moral considerations, family life (in its widest definition) and with respect to a diversity of cultures, sexual identity and orientation. The education provided is age appropriate, inclusive, and respectful of background and belief. Students and teachers are encouraged to share and respect each other's approaches. The important values are love, respect, and care for each other.

Effective sex and relationship education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today, because of the many different and conflicting pressures on young people.

This policy dovetails with other pastoral, behaviour, safeguarding and health and safety policies, placing the welfare of the child at the centre of the education received.



Responsibilities

The Proprietor is required to ensure that all those with leadership and management responsibilities at the Collegiate actively promote the wellbeing of pupils. The adoption and authorisation of this policy is part of the Collegiate Board's response to this duty.

Defining Relationships and Sex Education (RSE) at Queen Ethelburga's Collegiate

This policy covers the provision of education in relationships and sex education, which is part of a comprehensive programme of Personal Development lessons, alongside the delivery of health and wellbeing education, details of which can be found in the Personal Development Policy and schemes of work, to include topics such as healthy lifestyles (physical and mental), smoking, drugs and alcohol. Each year, the Collegiate holds themed focus weeks, one of which is a Wellbeing/healthy lifestyles week, underlining the importance of these aspects of students' development.

A summary of topics to be covered, in accordance with regulations, can be found in the guidance for parents, issued by the government:

[Understanding Relationships and Health Education in your child's primary school: a guide for parents](#)

Objectives

At Queen Ethelburga's Collegiate RSE has three main elements, all of which are important for a balanced RSE programme:

i) Attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for (the possibility of) the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas and misconceptions;
- understanding consent and the law;
- developing critical thinking as part of decision-making.

ii) Personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice and discrimination;
- developing an appreciation of the consequences of choices made;



- understanding the role of technology and social media;
- managing conflict and learning how to recognise and avoid exploitation and all kinds of child on child abuse.

iii) **Knowledge and understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- the avoidance of unplanned pregnancy and where to obtain accurate, impartial advice and support.

The delivery of RSE

In Key Stages 1-4, the majority of the RSE programme is delivered in Personal Development lessons appropriate to age and stage of development of the pupils and within General Studies sessions for Key Stage 5, by specialist staff. At each stage of a child's education the programme is approached in an inclusive and sensitive manner, responsive to the needs of the students. Learning in Personal Development will also link to/complement learning in the Science and Computing curriculum.

In the Early Years Foundation Stage (EYFS) the emphasis is on the delivery of relationships and health education, referred to as RHE. These lessons take place during dedicated PSED time. For year groups 1-5, relationships and health education will be taught with the sex part being delivered through the compulsory science element and for year groups 6-11 relationships and sex education will be delivered through the Personal Development programme.

Teachers will use a wide variety of teaching methods to enable students to learn about RSE. These will be age appropriate and consider the developmental needs of individual students.

The RSE programme makes specific reference to topics and issues relating to child on child abuse, in line with the age and stage of the pupils' development.

To facilitate consultation with the parents, the RSE programme, the materials used, and the schemes of work may be accessed by contacting the Collegiate directly, or by using the website. Parents are also welcome to discuss with teachers their approach to RSE and the methods of teaching and learning to be used.

Within the delivery of RSE, teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. A set of ground rules will help teachers create a safe



environment, in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from students. All staff involved in the teaching of RSE will receive training on the importance of ground rules and how to set them.

The following are protocols for discussion-based lessons with students:

- students must be made aware that teachers cannot offer unconditional confidentiality;
- no one (teacher or student) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- meanings of words will be explained in a sensible and factual way;
- when answering a specific question which involves information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time;
- planning will consider the religious background of all students and have regard to the Equality Act 2010.

Where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the Collegiate **Child Protection and Safeguarding Policy**.

Healthy relationships

Students will be taught about the different types of healthy and unhealthy relationships relating to the society in which they are growing up, ensuring that respect for others and difference are taken into consideration. Help and support will be made available to all students on every aspect of relationship education. The curriculum will meet the needs of all students, whatever their developing sexuality or identity, which is age appropriate and within the constraints of the law. Students will receive teaching on LGBTQI+ relationships in Key Stage 3 (KS3), Key Stage 4 (KS4) and Key stage 5 (KS5). Key Stage 1 (KS1) and Key stage 2 (KS2) will be encouraged to discuss this issue if it is considered age appropriate and/or if there is a specific requirement. It will, however, be delivered through a 'types of family structures' approach, to include same-sex parents.

Equal Opportunities and Inclusion in RSE

The RSE curriculum has been developed to consider the diversity of the Collegiate population and to meet the needs of the students. To build and maintain a positive and respectful culture the Collegiate is cognisant of issues relating to homophobia, racism, sexism and sexual violence and sexual harassment. Identified incidences of such issues will be addressed and will not be tolerated. The teaching materials used are regularly reviewed to ensure their suitability and effectiveness.

All RSE will be inclusive and meet the needs of all young people, recognising that issues such as religious beliefs, sexuality, disability, ethnicity, and faith affect attitudes towards sex and



relationships. We will address explicit and implicit homophobia in schools, and issues of related bullying. It will also meet the individual needs of SEND and EAL students by differentiation of teaching methods and resources.

The Collegiate is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration in the delivery of RSE. All protected characteristics will be addressed, as listed in section 4 of the Equality Act 2010:

a. age b. disability c. gender reassignment d. marriage and civil partnership e. pregnancy and maternity f. race g. religion or belief h. sex. i. sexual orientation.

Visitors contributing to RSE

The wider community has much to offer, and we aim to work in partnership with health professionals and other mentors or advisors. A Collegiate nurse provides a drop-in clinic for students. The Collegiate also provides an independent listener. These services are advertised throughout the schools offering a confidential support for students, and parents may also make enquiries about these services by making an appointment.

From time to time, as part of a planned module of work, the nurse and/or local experts will be invited to speak on issues relating to RSE. All Collegiate associate health and other professional and visitors will be asked to conform to the following:

- visitors contributing to RSE will do so at the invitation of the Collegiate and will be qualified to make an appropriate contribution;
- visitors must agree with the aims of the Collegiate in delivering its policy on RSE;
- when in class, visitors will be supervised by a teacher, who will be present at all times;
- although bound by their own code of conduct in a one-to-one situation with an individual student, visitors will follow the Collegiate's child protection procedures if a disclosure occurs within the classroom setting;
- visitors will know and understand where their contribution fits into the Collegiate's programme for RSE and Personal Development.

Right of withdrawal from the sex education aspect of RSE

Parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.

Some parents prefer to take the responsibility for sex education and can request the withdrawal of their child/children from this aspect of RSE. If this is the case, they do so in writing to the Principal.

When the Principal receives such a letter, he will invite the parents to a meeting, at which the Principal will explain clearly what the Collegiate's policy is and seek to accommodate the wishes



and/or concerns of the parents. If that is not possible, the student will be withdrawn from sex education, but not relationships education, and placed in another class where suitable work and supervision will be provided.

In accordance with the regulations, where a student's parent requests that the student is wholly or partly excused from sex education provided as part of relationships and sex education, the student is so excused until the request is withdrawn, unless the Principal considers that there are exceptional circumstances.

'Parents will continue to have a right to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. Further information can be found in [Relationships education, relationships and sex education \(RSE\) and health education: FAQs](#)

Monitoring and evaluating RSE

Students' knowledge and understanding of RSE is assessed both informally (e.g., discussions, role plays, quizzes, traffic light responses) and formally (e.g., baseline assessments, end of unit assessments, peer assessments).

RSE will be monitored by the Collegiate Head of Personal Development. It is the Head of Personal Development's responsibility to:

- ensure that RSE occurs in the schools' curriculum according to the schemes of work for Personal Development;
- monitor the use of teaching and learning styles;
- monitor the use of teaching materials;
- evaluate the effectiveness of the Collegiate's programme

The Head of Personal Development will gather policy feedback from parents, staff, and students. The Collegiate will do this with students by forming focus groups that will look at the policy and its effectiveness. Parents and students are made aware, in the Parent Handbook, that the Relationships and Sex Education policy can be found on the website. In a boarding context, it is not feasible to provide all parents with an opportunity to attend a meeting concerning the teaching of these topics.



Information about the content of the schemes of work is, therefore, provided via the website and parents are given the opportunity to offer feedback and ask questions via Heads of Year or to speak directly to the Personal Development staff at parents' meetings. Where practicable, a further opportunity to consult is provided via an online questionnaire. Parents are encouraged to access the government information leaflets detailed in the table on pages 2 and 3. The Policy will be reviewed yearly by the Head of Personal Development and approved by the Collegiate Board.

Adaptation of lessons for remote online learning

In the event of RSE requiring distance learning the activities for pupils will be carefully adapted to meet the needs of all pupils. Some topics are inappropriate for remote/home learning therefore each topic will be carefully considered and the 'guide to teaching PHSE remotely' during any Collegiate closures will be referred to. This states the topics that should not be addressed remotely and will be revisited once the Collegiate reopens.

Link to the guide:

[Guide for PSHE Leads in the event of school closures.pdf \(pshe-association.org.uk\)](https://www.pshe-association.org.uk/guides-for-teaching-phse-remotely)

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed



TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online



TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• How to recognise and report feelings of being unsafe or feeling bad about any adult• How to ask for advice or help for themselves or others, and to keep trying until they are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g., family, school and/or other sources



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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none">• 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



TOPIC	PUPILS SHOULD KNOW
<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> • 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



TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • 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
Being safe	<ul style="list-style-type: none"> • 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)



TOPIC	PUPILS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> • 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