



| Relationship & Sex Education Policy | |
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| To be approved by: | Strategy Committee |
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Queensbridge School
Queensbridge Road, Moseley, Birmingham B13 8QB

1. Rationale

Queensbridge School is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This

presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The aim of the Relationships and Sex Education (RSE) provision is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships and understanding consent.. 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. The statutory programme is delivered with consideration and sensitivity of the many faiths and beliefs represented in our community. Teachers are well trained and aware of their responsibilities.

Purpose of RSE and Legal Framework

The Law

It is important to know what the law says about sex, relationships and young people, 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. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should 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 and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime

- female genital mutilation (FGM)

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 the academic year 2020/21, makes Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in Academies.

This policy gives young people the information they need to help them:

- Develop healthy, nurturing relationships of all kinds, not just intimate relationships;
- Know 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;
- Understand the range of contraception available;
- Understand what is required when developing intimate relationships and potential resulting pressure to engage in sexual activity (consent);
- Know what is acceptable and unacceptable behaviour in relationships;
- 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.

Links with other policies

This policy should be read in conjunction with the following school policies:

- Safeguarding Policy
- Equality & Diversity Statement

Relationship and Sex Education forms an integral part of the PSHE framework delivered through the curriculum, i-weeks, Toolkit For Life (TFL) sessions, assemblies, discrete days and experiences, such as targeted group sessions and theatre productions and workshops.

Queensbridge School is committed to the provision of RSE to all of its pupils, the programme aims to respond to the diversity of cultures, faith and family backgrounds. Provision and resources will be allocated to ensure that pupils with Special Educational Needs are supported to access the content.

Queensbridge School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic, biphobic and transphobic bullying is dealt with strongly and sensitively (see anti bullying policy).

Its aims are:

- To enable our pupils to make responsible and well informed decisions about their lives.
- To help and support young people through their physical, emotional and moral development.
- To develop positive values and a moral framework that will guide their decisions and behaviour.
- To understand the arguments for delaying sexual activity.
- To understand the reasons for having safe sex in the future
- To understand the consequences of their actions in all relationships.
- To hold themselves in high self-esteem.
- To value themselves and others.
- To communicate effectively with peers and adults both in and out of school
- To avoid exploiting others or being exploited
- To know where to access sexual health advice, support and treatment both within school and in the city.
- To know how the law applies to sex and sexual issues (e.g. online pornography and “sexting”).
- To understand the features of positive and stable relationships, that are loving and caring.
- To promote the nature and importance of marriage and stable relationships for family life and the bringing up of children.
- To understand the similarities, differences and diversity among people of a different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities.

Queensbridge has been a Stonewall School since 2016. We endeavor to create a welcoming and caring environment for all pupils, ensuring that equality is promoted

throughout our curriculum and school community. We strive to prepare pupils for life in modern Britain and create a supportive environment for pupils to question and learn from staff and their peers. This ethos of equality and acceptance is not only found in TFL and TFL+ but in curricular lessons, on the playground and in our corridors.

Curriculum Intent for RSE

- Our provision should teach young people to understand human relationships and sexuality and to respect themselves and others.
- We intend to enable young people to mature, build their confidence and self-esteem and understand the importance of healthy relationships.
- We aim to deliver an effective provision in order to support our pupils in future life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.
- We intend to impart knowledge about safer sex and sexual health, which remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life.
- We aim to deliver our provision in a non-judgemental, factual way and allow scope for our pupils to ask questions in a safe environment.

Objectives

By the end of secondary education, pupils should know and have an understanding of the following topics:

5.1.1 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/civil contracts are, including its 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/civil contracts are 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 the 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

5.1.2 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
- Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
- 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

5.1.3: Online and media

- Pupils rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- 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 partner

Pupils' aware of the pressure and expectation that media and social media platforms can place on pupils

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

5.1.4: 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)

5.1.5: 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. 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
- 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

Delivery

We recognise that parents are the key people in:

- teaching their children about sex and relationships
- maintaining the culture and ethos of the family

- helping their children cope with the emotional and physical aspects of growing up; and
- preparing them for the challenges and responsibilities that sexual maturity brings.

At Queensbridge School we aim to work in partnership with parents, consulting them regularly and informing them of our sex education programme and how it will support their role. Parents who have concerns about RSE should contact the school to discuss the matter.

Sex education at Queensbridge School is not delivered in isolation but embedded in curriculum areas. RSE is taught through:

- ❑ Toolkit for Life (TFL), two days timetabled into extended form-time sessions with a focus around developing literacy and pupils' awareness of key RSE topics. Pupils are taught within their form group but focus groups are identified as required.
- ❑ Elements of RSE are also delivered within other subjects within school, such as in Science (the biological facts relating to human growth, puberty and reproduction). A full subject audit has been completed.
- ❑ Through i-weeks year groups are immersed in key aspects of SRE (e.g. sexting and healthy relationships).
- ❑ Theatre companies such as Loudmouth deliver productions such as 'Working for Marcus' exploring sexual exploitation with workshops following the performance to review content and its importance.
- ❑ Targeted sessions delivered by Umbrella looking at healthy relationships and consent throughout the academic year and as part of year 9 i-week
- ❑ Training and support for teachers is key to successful delivery of this curriculum working in teams is crucial to enhance teachers' confidence.

Designated staff are available to signpost services and agencies to support pupils in need of information, advice and guidance.

Pupils with special educational needs and disabilities (SEND)

- Relationships Education, RSE and Health Education will be accessible for all pupils. High quality teaching is differentiated and personalised which is the starting point to ensure accessibility for all pupils. We will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

- Queensbridge is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities.
- For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

External agencies

Our programme of work includes the use of external agencies when planning and delivering sex and relationship education, such partnerships are invaluable. Queensbridge is a Stonewall accredited school and this quality mark is instrumental to the culture in school of equality, diversity and relationship education. Health professionals used but not exclusive include:

- West Midlands Police – sex and the law
- Theatre groups - Loudmouth
- Umbrella
- PAUSE
- Change Brief Counselling
- Banardos

Queensbridge School is aware that working with external partners will enhance the delivery of RSE and will support the school to bring in specialist knowledge and implement different ways of engaging with young people.

Where external agencies are used, we will check the credentials of the visiting organisation and any visitors linked to the agency. We will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy.

Queensbridge will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by school in advance of the session.

Queensbridge School will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the school's Safeguarding Policy.

The parental right to withdraw their son or daughter from sex education

Parents/carers have the right to withdraw their child from all or part of the sex and relationships education provided by school with the exception of those parts included in statutory National Curriculum. Those parents wishing to withdraw their child are

invited to see the Headteacher to discuss the parental concerns and discuss any impact that withdrawal may have on their child. This can only be done up until three schools terms before a child is 16. At this age, a child can choose to receive Sex Education if they would like to, and the school should arrange for the child to receive this teaching in one of those three terms (unless there are exceptional circumstances).

Teaching materials are available upon request to parents/carers

Child protection/Confidentiality

Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Whilst we aim to create a safe environment where pupils feel safe to talk to staff, if a member of staff believes that a pupil is at risk or in danger the concern will be raised with the Designated Safeguarding Leads who will contact families or make additional referrals as required.