

Sex and Relationships Guidance

**** This guidance is being reviewed. This version will remain current until the review is complete ****

At QEGSMAT, we understand the importance of educating pupils and students about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

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

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

Statutory Requirements:

In our primary schools, we provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This includes the elements of sex education contained in the science curriculum.

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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#).
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

In our secondary schools, we must provide RSE to all students under 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#).
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination,

advance equality of opportunity and foster good relations between different people when carrying out their activities.

Curriculum:

The teaching of RSE aims to help prepare pupils and students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of children at school and in the wider society.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in the religious education (RE) curriculum.

Sex and relationships education is an integrated part of our PSHE scheme of work, and as such has a well thought through progression for the children who move up through the schools. Class teachers have a clear set of objectives to deliver in each class and are responsible for the delivery of the lessons and activities needed to cover these objectives. The programmes of study are regularly reviewed, as is our approach to the teaching of sex and relationships education.

Delivery of RSE:

In our primary schools, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In our secondary schools, 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

We recognise the importance of a child's relationship with others and their understanding of how to help them to be positive and resolve conflict. As the children in our schools grow and mature, we want them to develop their self-confidence and self-awareness, along with learning to take responsibility for their own happiness and their own actions, recognising that their actions have consequences for themselves and others.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Inclusivity:

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils/students will relate to them
- Is sensitive to all pupil/student experiences
- During lessons, makes pupils/students feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils and students learn about these topics in an environment that's appropriate for them, for example in:
 - A whole class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of scaffolding needed

Use of resources:

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils and students in applying their knowledge in different contexts and settings.
- Are age-appropriate, given the age, developmental stage and background of our pupils/students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' and students' experiences and won't provoke distress.

QEGSMAT understands that sometimes relationships don't feel positive and that emotions of all kinds can be incredibly powerful. Through our school's PSHE curriculum children are sensitively prepared for puberty and the physical, emotional and social aspects involved in that stage of development.

As a Trust we have an obligation to provide pupils and students with high-quality, evidence and age-appropriate teaching of these subjects and to ensure the RSE curriculum will be organised and delivered, to ensure it meets the needs of all pupils/students. This is outlined in each school's individual policy.

In our primary schools:

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

Alternative schoolwork will be given to children who are withdrawn from sex education.

In our secondary schools:

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until three 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 and addressed to the Headteacher.

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

Alternative schoolwork will be given to children who are withdrawn from sex education.

Training:

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

The Headteacher 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.

Monitoring arrangements:

The delivery of RSE is monitored by the Headteacher or delegated member of the senior leadership team through:

- Internal quality assurance of lesson delivery
- MAT central team quality assurance of lesson delivery

- Review of schemes of work
- Student questionnaires

Pupil/students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This guidance will be reviewed by the Trust DSL annually.

Anne Martin
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Under Review