



# Relationships and Sex Education Policy

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Quorn Hall School is part of Newcome Education, which is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its pupils and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

- **‘Levelling up’** – We want our children to be able to meet appropriate milestones and age related expectations, socially, emotionally and academically.
- **Thrive not survive** – We want our children to thrive in school and society, not just survive their adverse childhood experiences.
- **Confidence** – Develop confidence in their abilities and self image/esteem as learners and members of society.
- **Creativity** – Foster individuality and celebrate differences and create a compassionate and accepting environment. Provide tools that give pupils options, voice, and choice in order to enable them to be creative.
- **Competence** – In their ability to self-regulate and interact with different types of people and overcome the challenges and traumas from the past.
- **Character** – Develop resilience so they see failures or negative situations as a learning opportunity by implementing a growth mindset approach.
- **Compassion** – For pupils and the challenging circumstances they have encountered in both their personal and educational lives.
- **Care** – To overtly demonstrate to pupils that adults do care about them and their futures – every day is a fresh start.

While this current policy document may be referred to elsewhere in Quorn Hall School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word “parent” is used in terms of Section 576 of the [Education Act 1996](#), which states that a ‘parent’, in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#) considers a ‘parent’ to include:

- all biological parents, whether they are married or not

- any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Educare / National College (online CPD)
- Data protection and GDPR guidance
- Specialist insurance cover
- Neotas (Online searches / Social Media checks)
- VWV (legal)

Where this policy refers to ‘employees’, the term refers to any individual that is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

Quorn Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Quorn Hall School.

The policy documents of Quorn Hall School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

## **Contents**

1. Aims
2. Statutory requirements
3. Policy development
4. Definition
5. Curriculum
6. Delivery of RSE
7. Roles and responsibilities
8. Parents' right to withdraw
9. Training
10. Monitoring arrangements
  - Appendix 1: Curriculum map
  - Appendix 2: Parent form: withdrawal from sex education within RSE

## 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

### Primary

As an independent school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

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

### Secondary

As an independent school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include 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](#).

## 3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was 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.

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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

We are committed to providing age-appropriate Relationships and Sex Education (RSE) for our post-16 pupils that fosters a safe, respectful, and inclusive learning environment. Our RSE curriculum is designed to empower students with the knowledge, skills, and values necessary to make informed decisions about their relationships, sexual health, and well-being as they transition into adulthood.

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

#### **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum using the Jigsaw schemes of learning. Biological aspects of RSE are taught within the science curriculum through the Pearson schemes of work. 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

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).

The Prevent Duty is a statutory duty that requires schools to have regard to the need to prevent people from being drawn into terrorism. This involves promoting tolerance and understanding, and challenging extremism and radicalisation. The Prevent Duty is effectively integrated into the curriculum to promote tolerance, understanding, and challenge extremism. Here are some ways to achieve this:

- **Promote critical thinking:** Encourage students to analyse information from various sources and question stereotypes, biases, and extremist ideologies.
- **Develop empathy and understanding:** Teach students about different cultures, religions, and beliefs, promoting respect and tolerance for diverse perspectives.
- **Develop healthy relationships:** Emphasise the importance of healthy relationships, both romantic and platonic, and the dangers of harmful or exploitative relationships.
- **Address online safety:** Educate students about online grooming, radicalisation, and the potential dangers of online content.
- **Encourage open communication:** Create a safe and supportive environment where students feel comfortable discussing their concerns and seeking help if needed.
- **Promote mental health and wellbeing:** Address mental health issues and provide support for students who may be vulnerable to radicalisation.
- **Incorporate real-world examples:** Use case studies or examples to illustrate the consequences of extremism and radicalisation.
- **Collaborate with external agencies:** Partner with organisations like the police, local authorities, or charities that specialise in counter-terrorism and youth support.

By integrating these elements into the curriculum, Quorn Hall School can help students develop the skills and knowledge they need to resist extremist ideologies and build a more tolerant and inclusive society.

There is a planned session with the school therapy dog after each RSE session to allow pupils time to reflect.

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will hold the Headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Headteacher.

### **7.2 The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory and/or non-science 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 non-statutory and/or non-science 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 Headteacher.

RSE is taught by form tutors in KS3 and 4.

RSE is taught by class teachers in KS2.

### **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**

### **Primary KS2**

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 and/or non-science components of sex education within RSE.

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

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



## **Secondary KS3 and KS4**

Parents have the right to withdraw their children from the non-statutory and/or non-science 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 Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher 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 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 when possible, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Vanessa Bingham (Headteacher), Anna Fitzpatrick (deputy head), Katrina Cartwright (Head of Science), Chloe Whitham (Assistant Headteacher) and To Harrup (Assistant Headteacher) through scrutinies, pupil voice, learning walks and lesson observations.

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

This policy will be reviewed annually. At every review, the policy will be approved by governors.

## Appendix 1: Curriculum map

### Relationships and Sex Education Curriculum map

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer Term 1 and 2	<ul style="list-style-type: none"><li>• Changes in puberty</li><li>• Conception, pregnancy and birth</li><li>• Physical attraction and relationships</li><li>• Mental health</li><li>• Grief</li><li>• Control</li><li>• Online safety</li></ul>	
Year 7	Summer Term 1 and 2	<ul style="list-style-type: none"><li>• Healthy and Unhealthy relationship behaviours</li><li>• Healthy and Unhealthy relationship attitudes</li><li>• The importance of being discerning</li><li>• Skills for healthy relationships</li><li>• Changes in puberty</li><li>• Positive body-image</li><li>• Conception and birth</li><li>• Parenting approaches</li></ul>	
Year 8	Summer Term 1 and 2	Sexual attraction Positive intimate relationships Unhealthy/damaging behaviours Accessing support Relationship skills Coercive control	

		Getting support	
Year 9	Summer Term 1 and 2	<p>Choices in sexual relationships</p> <p>Reducing risk in sexual relationships</p> <p>Staying safe in intimate/sexual relationships</p> <p>Developing resilience</p> <p>Managing change positively</p> <p>Getting help for mental health</p>	
Year 10	Spring Term 1	Supportive relationships	
	Spring Term 2	Maintaining good sexual health	
	Summer Term 1	<p>Benefits and challenges of long-term relationships</p> <p>Healthy relationships and love</p> <p>Media portrayal and relationship expectations</p>	
Year 11	Autumn Term 2	The law about online activity and sexually explicit content	
	Autumn Term 2	Skills for healthy relationships	
	Spring Term 1	<p>Maintaining sexual and reproductive health</p> <p>Where to go for sexual and reproductive health advice</p> <p>Pregnancy facts including miscarriage and choices</p> <p>Supporting inclusion</p>	
	Spring Term 2	<p>Power imbalance in relationships</p> <p>Considering readiness for sexual intimacy</p>	

## **Appendix 1: Parent/Carer Consent form**

**For the attention of Tom Harrup, Assistant Head Teacher of Student Wellbeing**

I **do / do not** give my consent for my child to be included in the curriculum for Relationships Education and RSE.  
**[please delete as appropriate]**

Name of Parent/Carer.....

Name of Pupil.....

Date.....

**Please return this form as soon as possible.**

## Appendix 2: 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	<i>Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</i>