



RSE Policy

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1. OUR VISION

At Queen Elizabeth Grammar School, we aim to develop 'QEGS Learners'. This means that we want to develop the following characteristics in our students:

CURIOSITY

Our learners are engaged with the world around them and approach new information and viewpoints with an open mind. They are independent thinkers who have clear views which they can defend due to their developing resilience when they are challenged.

CREATIVITY

Pride is taken in all learners' work, ensuring that everything they do has an individual touch. The result is that all students produce a vibrant range of unique work which is a product of pro-active risk takers who are not afraid to get things wrong and in doing so, seize the learning opportunity.

CRITICAL THINKING

Students are articulate as they gain a wide perspective of the world which allows them to speak with confidence. They are able to reflect on new learning and are adaptable to different situations and experiences.

CONSIDERATION

Respect is at the heart of everything we do. Our students are polite and inclusive in their outlook on life. Their experiences enable them to demonstrate a high degree of Emotional Intelligence as they understand how others are affected by their actions and strive to be respectful of this.

It is within this context that we deliver Relationships and Sex Education (RSE).

2. KNOWLEDGE AND UNDERSTANDING

'The aim of RSE 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 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. 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.' (Department for Education)

The RSE curriculum at Queen Elizabeth Grammar School includes;

- Healthy relationships
- Friendships
- Marriage and other forms of committed relationships
- Intimate relationships
- Contraception
- Reproduction
- Consent
- Pressure and resisting pressure in intimate relationships
- Consequences of sexual activity
- The link between relationships and wellbeing

The aim of this curriculum is to ensure that students are informed about the choices they have and the pressures that they may face and how to manage these.

3. CONSULTATION

We actively seek feedback from everyone in our community about the curriculum (staff, students, parents and governors). This includes seeking feedback at the end of units, which feeds into the planning and curriculum design for the following year.

4. PROVISION

The provision of RSE is mainly through Personal Development (PD) and Science. The Personal Development curriculum includes:

- PHSE including RSE
- Citizenship
- QEGS Learner (study skills, understanding the Teenage Brain, positive psychology)
- Careers

Each section is planned by specialists although it is delivered, in the main, by form tutors. There is a 40-minute Personal Development session every week. RSE will be taught as part of this.

Mrs Davies, our Head of PHSE and Citizenship, or another specialist teacher will deliver most of the RSE topics and other challenging topics within the PHSE curriculum. Occasionally we use outside agencies, for example Cumbria Sexual Health, where they have expertise that we think supports the delivery of the curriculum.

5. HOW IS IT TAUGHT?

The programme of study has been created to meet the needs of our learners whilst at the same time covering the legal requirements set out by the Government. We provide quality assured resources to tutors to aid their delivery. Underpinning their design are the following key principles:

1. All lessons should start with either a factual knowledge recap (e.g. 5 questions) or a 'big question'.
2. No differentiated Lesson Objectives
3. All lessons should involve some sort of summary at the end
4. If we are going to ask them to debate/discuss something, we cannot assume any prior knowledge (we have to provide the information)
5. Debate topics need to be selected thoughtfully
6. We don't have activities where students are asked to do something that conflicts with their beliefs e.g. write a supportive message about something that conflicts with their beliefs.
7. Slides should be simple, using dual coding where appropriate, but not huge amounts of text.
8. It should be clear what we want students to write down and why.

We will use the feedback we gather from students and staff to review and update the curriculum each year. Some topics within Personal Development lend themselves to discussion, others less so. We will ensure that pupils are taught in a safe learning environment with clear ground rules. All sensitive issues will be handled with care and any safeguarding issues will be dealt with in line with school policy.

6. STAFF TRAINING

INSET is used to train staff on the Personal Development curriculum. Where appropriate, the weekly pastoral briefing may be used to further support colleagues in their delivery.

7. CONFIDENTIALITY

In the event that personal disclosures occur, the teacher will follow the Academy's Child Protection policy.

8. MONITORING

RSE is monitored and evaluated through learning walks and at the end of each unit. The RSE programme is reviewed annually and the policy will reflect local and national incidents and issues.

9. PARENTAL ENGAGEMENT

Parents will have access to the RSE policy via the academy website and will be notified of any changes. We are fully committed to working with parents and carers and will work closely with them so that they are fully aware of what is being taught. Parents can view all resources for the delivery of Personal Development on the school website.

10. PARENTS' RIGHT TO WITHDRAW

You cannot withdraw your child from Health Education or the Relationships Education element of PHSE. If you do not want your child to take part in some or all of the Sex Education content, you can ask that they be withdrawn. Please do this in writing to the Headteacher. The Headteacher will request a meeting to discuss this with you, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, your child can choose to receive Sex Education if they would like to. As part of this discussion, the Headteacher will share with you the key legal information that will be covered in the session that we think should be shared with him.

There will be no parental right to withdraw from relationships, health or sex education delivered as part of the science curriculum.

11. INCLUSION

Queen Elizabeth Grammar School has a duty to ensure that all children are properly included in RSE irrespective of 'age, gender, disability, gender reassignment, race, religion or belief, sex or sexual orientation, with special education needs and learning difficulties' (Equalities Act 2010). Where there is a learning need, we will differentiate material to meet the learning needs of our students. The underlying principle behind what we do is that we are a diverse community with different views about a number of topics (as is the UK). This is a safe environment for all students no matter what their convictions or beliefs.

APPENDIX

Year 7	TOPIC	Specialist RSE Teaching
Autumn 1	QEGS Learner: <ul style="list-style-type: none"> • What does science tell me about wellbeing? • How does my brain work? • How can we repair relationships after conflict? 	
Autumn 2	PHSE: Relationships Education <ul style="list-style-type: none"> • How to make friends and maintain friendships • Understand how bullying impacts our physical and mental wellbeing, and how to prevent it. • The nature and rights within marriage and the options for adults. 	
Spring 1	PHSE: Health and Wellbeing: <ul style="list-style-type: none"> • Understand what constitutes a healthy diet. • How much exercise contributes to health and wellbeing. • Understanding how to change poor habits and the impact on our health. 	PHSE: Puberty <ul style="list-style-type: none"> • What is puberty and the physical changes in male and females • What is the impact of these changes? • What are my biggest worries and how should I overcome them?
Spring 2	Citizenship: How does local democracy work? <ul style="list-style-type: none"> • How is local government different to national government? • What do local councils do? • How do local elections work? 	
Summer 1	Citizenship: How does the Law work? <ul style="list-style-type: none"> • How are laws made? • What is the role of citizens in changing the law? • What is the age of criminal responsibility and should it be changed? 	
Summer 2	Careers: <ul style="list-style-type: none"> • What is a career? • What are the jobs of the future? • What are the skills employers are looking for? • What is an apprenticeship? • Introduction to Unifrog. 	

Year 8	TOPIC	Specialist RSE Teaching
Autumn 1	<p>Citizenship: How does the political system in the UK work?</p> <ul style="list-style-type: none"> • What happens during an election? • Why do we need different political parties? • How does government/devolved govt work? 	
Autumn 2	<p>PHSE: Wellbeing Online:</p> <ul style="list-style-type: none"> • What are the dangers and laws to protect me online? • How do I stay safe online? • How much control do I have with my digital footprint? 	
Spring 1	<p>PHSE: Wellbeing: Understanding Harmful Substances:</p> <ul style="list-style-type: none"> • Understand the impact of legal drugs (alcohol and tobacco) on: <ul style="list-style-type: none"> ○ Body ○ Mind • Understand the risks associated with nicotine products: cigarettes and vaping. 	<p>PHSE Health and Unhealthy Relationships (2 lessons)</p> <ul style="list-style-type: none"> • To understand what are the features of a healthy positive relationship. • To understand what is grooming and child sexual exploitation. • To understand the difference between healthy and unhealthy relationships • To understand what consent means and why it is so important. • To recognise when someone is consenting and when they are not. • To understand how consent is sought, given and not given in a healthy relationship.
Spring 2	<p>QEGS Learner:</p> <ul style="list-style-type: none"> • What are my strengths? • How can I turn failure into success? • How can I talk about mental health? 	
Summer 1	<p>Careers:</p> <ul style="list-style-type: none"> • Why do people work? • What motivates me? • What are the job opportunities in Health and Social Care? • How to talk to anyone • Unifrog 	
Summer 2	<p>Citizenship: Equality – are people treated equally in the UK?</p> <ul style="list-style-type: none"> • Understand what the Equality Act 2010 protects. 	

	<ul style="list-style-type: none"> • Understand the different types of prejudice and discrimination that can happen in the UK 	
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Year 9	TOPIC	Specialist RSE Teaching
Autumn 1	QEGS Learner: <ul style="list-style-type: none"> • What is happening to my teenage brain? • How can I manage my worry? • How can I think positively? 	
Autumn 2	PHSE: Wellbeing Mental Health: <ul style="list-style-type: none"> • What are the different mental health conditions? anxiety, depression, eating disorders, stress • Why do some people suffer from these? • How do we spot signs and help? 	
Spring 1	Careers: <ul style="list-style-type: none"> • GCSE options planning • What are the job opportunities within Visitor and Tourism sector • Establishing a Work-Life Balance: What does happiness and success mean to me? • Work ready skills: Diversity and disability awareness in the workplace 	
Spring 2	Citizenship: How is the UK governed? Crime and the police <ul style="list-style-type: none"> • How is the UK governed? • What are the different systems of voting? • How is the UK system different to other systems? • What are the causes of crime? <ul style="list-style-type: none"> • What is the role of the police in dealing with crime? 	
Summer 1	PHSE: Keeping safe: drugs, unsafe relationships, exploitation and 'County Lines' <ul style="list-style-type: none"> • What constitutes an unsafe family relationship? (e.g. violence in the home, abuse etc.) • Dealing with the conflicting emotions in recognising our own unsafe relationships • The definition of 'grooming', 'exploitation' and 'coercion' • Specific laws relating to these terms 	

	<ul style="list-style-type: none"> • Seeking support and reporting concerns in response to grooming, exploitation and coercion • What is meant by the term 'County Lines' - How to recognise early signs of gang exploitation/coercion 	
Summer 2	<p>Citizenship: Economic Education:</p> <ul style="list-style-type: none"> • What is the best way to look after money? • How can we pay for things? • What are the implications of borrowing money? • Where can we save money? • What are our rights as consumers? 	<p>PHSE: Relationships (Activities Week)</p> <ul style="list-style-type: none"> • Knowing when is and when is not the right time for sex including the law. • What are the positives and negatives of having a sexual relationship? • Understanding what sexual consent is • Understanding contraception. • Understanding and dealing with the consequences of sex (pregnancy or STIs) • Taught with CSH (Cumbria Sexual Health)

Year 10	TOPIC	Specialist RSE Teaching
Autumn 1	QEGS Learner: <ul style="list-style-type: none"> • What does it mean to be happy? • How can I build my confidence? • How can I develop my strengths? • 	
Autumn 2	Citizenship: Why do we need the right to protest in a democracy? <ul style="list-style-type: none"> • What is protest? What has it achieved? • What does the law say about our right to protest? • What does the law say about pressure groups? 	RSE: Pornography <ul style="list-style-type: none"> • What is pornography? • Is the use of pornography normal? • How has pornography changed in the last 10 years? • How does exposure to pornography affect the brain? • To what extent is the issue to do with addiction?
Spring 1	QEGS Learner: <ul style="list-style-type: none"> • How do I structure my independent learning and revision? 	
Spring 2	Careers: <ul style="list-style-type: none"> • What is a T Level? • What is a degree apprenticeship? • Why choose A-levels? • University study – what is the true cost of studying in higher education? • Professionalism – preparing to go on your work experience placement. 	
Summer 1	PHSE: Internet Safety and Harms Gambling & Gaming: <ul style="list-style-type: none"> • What are the issues of gambling addiction? • Why do some people suffer from these? • How do we spot signs and help? 	
Summer 2	Citizenship: Economic Education <ul style="list-style-type: none"> • What does 'the economy' mean? • What is the difference between recessive and healthy economy? • Understand that it is important that we know about the economy. • Understand taxation • Be able to debate whether public services should be privatised. 	

Year 11	TOPIC	Specialist RSE Teaching
Autumn 1	Citizenship: Understanding Democracy <ul style="list-style-type: none"> • What are democratic and non-democratic systems? • How do they compare? • What is FPTP and alternative election processes? • How do these different systems compare? 	Sex Education (1 lesson) <ul style="list-style-type: none"> • Understand what is rape, date rape and sexual harassment. • Understand the legal status and impact of the issues above. • Know where to find further support.
Autumn 2	Careers: <ul style="list-style-type: none"> • What are my options after year 11? • Why is it important to have a plan B? • What are the features of an effective CV? • Completing your own CV • Preparing for interview 	
Spring 1	PSHE: Mental Wellbeing <ul style="list-style-type: none"> • Appropriate language for discussing mental health • Understanding the word 'stigma', and challenging this in reference to mental health • Panic attacks - definition, causes, symptoms and coping strategies (e.g. CBT and box breathing) • Identify the everyday stressors that occur regularly in adult life (e.g. financial trouble, relationship worries, workload, children) • Identify possible lifestyle traits that may help avoid/negate everyday stressors contributing to more serious mental health concerns • Understand PTSD (symptoms, causes and support) • Understand what suicidal thoughts are, causes and support. 	
Spring 2	QEGS Learner: <ul style="list-style-type: none"> • How do I revise? 	
Summer 1	QEGS Learner: <ul style="list-style-type: none"> • How do I revise? 	
Summer 2		