



Queen Elizabeth II School

PSHE and RSE Policy

Effective from: September 2023

Signed by: 

Reviewed: September 2025

Next review date: September 2026

AIMS

At QEII School, we believe that Personal, Social, Health Education (PSHE) and Relationship and Sex education (RSE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to enable them to make informed choices and opinions, from drugs to bullying and RSE. PSHE and RSE equip our students for life outside school and the role they take on after education.

RSE is not about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle and relationship choice. RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. We believe that to be effective RSE should always be taught within a broader PSHE education programme. RSE is enhanced by learning through related topics, including anti-bullying, keeping safe on and off line, keeping physically and mentally healthy, learning about drugs, alcohol and tobacco and the development of skills and attributes such as communication skills, managing peers pressure, risk management, resilience and decision making.

The aims of PSHE and RSE at QEII 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
- Promote the spiritual, moral, cultural, mental and physical development of all students
- Prepare students for the opportunities and responsibilities and experiences of later life
- Encourage students to value themselves and others
- Allow students to acknowledge and appreciate difference and diversity
- Teach students how to make informed choices
- Teach students to understand what constitutes a safe and healthy lifestyle
- Promote safety in forming and maintaining relationships
- Help students to identify the characteristics of healthy relationships, how relationships may effect mental and physical health and how to stay safe online.
- Provide students with a toolkit for understating and managing their emotions.

STATUTORY REQUIREMENTS

At QEII School, we teach PSHE and RSE as set out in this policy. Under the new guidance issued by the DfE, by September 2020, Relationships and Sex education (RSE) at schools will be compulsory.

In the primary department 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 the secondary department we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

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

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 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 complete an online survey about the policy
4. Student consultation – we investigated what exactly students want from their RSE through student class discussion
5. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy will be available to parents through direct request and available on the website.

DEFINITION

RSE within PSHE, aims to give students essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and offline.

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

The term Relationship and Sex Education (RSE), is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships

CURRICULUM AND DELIVERY OF PSHE AND RSE

What we teach

The PSHE framework supports the school to provide a comprehensive PSHE programme that integrates, but not limited to, the four Preparing for Adulthood outcomes – Employment, Independent Living, Community Inclusion and Health. Though not yet a statutory part of PSHE education, this learning is critical to support different levels of independence that pupils with SEND may have.

At QEII School we teach PSHE and RSE in a variety of ways. Sometime, for example, when dealing with issues in drug education, we teach PSHE as a discrete subject. On other occasions we introduce PSHE and RSE topics through teaching in other subjects. We develop PSHE and RSE through various activities and whole school events, for example, the school council representatives from each class meet regularly to discuss school matters.

As stated in the statutory requirements, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance.

For other aspects of PSHE, including health education, see the attached curriculum overview in appendix 1 for more details about what we teach in each Key Stage.

How we teach it

At QEII we value PSHE and RSE education, it is embedded in everything we do and is part of everyday life from developing self-help skills to caring for each other and promoting individual's independence.

We teach PSHE and RSE to all students (sex education at secondary) regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of the students. When teaching PSHE, teachers take into account the targets set for the students in their ILP's, some of which targets may be directly related to PSHE and RSE targets.

PSHE and RSE is most effectively taught through a 'spiral programme'. This means learning is organised into a series of recurring themes, each lasting half a term, which students experience over a three-year cycle. At each encounter, the level of demand increases and learning progressively deepened. The school follows the PSHE Education Planning Framework for Pupils with SEND from the PSHE Association.

PSHE and RSE is embedded into other parts of the curriculum and covered within the wider school offer, for example through assemblies, class discussions and whole school events.

Our provision is further enriched by planned whole-school events spread across the year to focus on specific areas of the programme, for example, Safer Internet Day, Relationship week.

We assess students' learning and progression through the QE2 PSHE assessment and RSE checklist via the school assessment platform – Earwig.

ROLES AND RESPONSIBILITIES

The Governing Board

The governing board will approve the PSHE and RSE policy and hold the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/nonscience] 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.

Students

Students are expected to engage fully in PSHE and RSE and, when discussing issues related to PSHE and RSE, treat others with respect and sensitivity.

PARENTS' RIGHT TO WITHDRAW

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/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.

Parents have the right to withdraw their children from the [non-statutory/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.

MONITORING ARRANGEMENTS

The delivery of PSHE and RSE is monitored by **Alison Mullineux** and **Anastasia O'Donoghue (Assistant Heads)** through:

Monitoring arrangements, such as planning scrutinises, learning walks, etc.

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

Formative assessment will be ongoing through the entire programme and should be the main driving force in meeting our student's needs.

This policy will be reviewed by **Alison Mullineux** and **Anastasia O'Donoghue (Assistant Heads)** annually. At every review, the policy will be approved by the Headteacher and the governing body.

APPENDIX 1: CURRICULUM OVERVIEW

Core topics as recommended by PSHE Association PoS Guidelines and Planning framework		Autumn 1 Relationships	Autumn 2 Health and Wellbeing	Spring 1 Living in a wider world	Spring 2 Relationships	Summer 1 Health and Wellbeing	Summer 2 Living in a wider world
Primary	2020-2021	Ourselves <i>Making choices, likes and dislikes, similarities and differences</i>	How do I feel today? Recognising emotions <i>Exploring emotions beyond 'happy and sad'. How do we express feelings appropriately?</i>	Responsibilities, rules and laws <i>At home, school and within the wider community. Recognising the difference between doing 'the right thing' and obeying laws</i>	Growing and changing (including puberty) <i>Baby to now, body parts, hygiene, development</i>	Making healthy choices <i>Healthy food, exercise, playing outside, personal hygiene</i>	People around me <i>Friends, family, people in our local community, stranger danger</i>
	2021-2022	Helping others Emotions <i>Caring for others, recognising emotions in others, fair play, sharing, inclusion</i>	People who help us <i>In school, at home and in the community. How can we help others?</i>	In the news <i>Discussing topical issues and feelings towards world events, understanding empathy, tolerance</i>	My friends and Family <i>Family relationships, challenging stereotypes, how to be a friend, how to manage conflict</i>	Keeping safe and responding to emergencies <i>Road safety, avoiding accidents in the home and community, how to deal with an emergency, safeguarding</i>	Valuing money <i>Earning money, saving money, spending money, looking after our money, jobs</i>

	2022-2023	New Beginnings and Friendships <i>My feelings and other people, managing friendships, coping with arguments</i>	Healthy Eating <i>Identifying different food groups, need for balanced diet, understanding the difference between food we like and food that is good for us</i>	Our community <i>Thinking about others, making rules, facilities in our local community, road safety</i>	Bullying (including esafety) <i>What is bullying? What do we do if we are being bullied? How to be a good friend, how to protect ourselves when online</i>	Medicines and Drugs <i>'good and bad' drugs, tobacco alcohol, household chemicals, peer pressure</i>	Caring for our environment <i>Looking after plants, putting rubbish away, identifying things we like and don't like in our local environment, special places (next cycle swap with summer 2)</i> Recycling <i>Why we recycle, what can we recycle, how we recycle, looking after our world</i>
Secondary and Post 16	2020-2021	Feelings and opinions <i>Identifying and respecting similarities and differences</i>	Personal Hygiene and taking care of myself <i>Personal hygiene, appearance, beauty, fashion, making choices, valuing ourselves</i>	Responsibilities, rules and laws <i>At home, school and within the wider community. Recognising the difference between doing 'the right thing' and obeying laws</i>	Sexual relationships and puberty <i>how our bodies are changing, sexual relationships, consent, protection, pregnancy, STDs</i>	Recognising my needs (including sex ed) <i>Physical and emotional needs, sex and relationships, protection and contraception</i>	Charities <i>Research different charities, how do they support others, what work do they do, how do they raise money (organise a fund raising event?)</i>

2021-2022	Helping others <i>Caring for people, treating others with respect and kindness, challenging stereotypes, how to recognise negative relationships</i>	Changes (incl. sex ed) <i>How our bodies and feelings are changing, emotions relating to love and physical desire, private and public behaviour and awareness, how to protect ourselves</i>	Topical issues <i>Find out about key stories in the world or local news. Discuss feelings towards world events e.g. terrorism, war, natural disasters. How to protect ourselves against 'grooming'</i>	Changing relationships <i>bereavement, separation, divorce, break ups</i>	Taking risks & staying safe <i>Protecting ourselves, identifying and learning how to assess the risk, what to do if we are in a situation where we don't feel safe, peer pressure, saying 'no'</i>	Economic wellbeing (enterprise) <i>The working world, work ethics, earning money, looking after money, leadership and relationship skills</i>
2022-2023	Feelings and actions <i>Developing skills to develop and maintain healthy relationships</i>	Healthy lifestyles <i>Making choices about food, exercise, lifestyle. What is good and bad for us</i> Exercise and Leisure <i>Identify different types of exercise and leisure, making choices, trying new activities (next cycle - swap with summer 1)</i>	Communities and cultures <i>Identifying similarities and differences between different cultures in our local community. Learning about tolerance and respect</i>	Bullying (including esafety) <i>How to protect ourselves against bullying, who can help us, being a good friend, e-safety, mobile phones, stranger danger</i>	Medicines and Drugs <i>'good and bad' drugs, tobacco alcohol, household chemicals, peer pressure</i>	Our world - what improves and harms our environment <i>How to look after our environment, litter, recycling, caring for nature, improving our environment</i>

APPENDIX 2: BY THE END OF PRIMARY SCHOOL STUDENTS SHOULD KNOW

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>

Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>
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APPENDIX 2: BY THE END OF SECONDARY SCHOOL STUDENTS SHOULD KNOW

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>
Respectful relationships, including friendships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>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</p> <p>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)</p>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

APPENDIX 3: 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	