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Parents and Carers,

The Department for Education has announced changes to relationships and sex education (RSE).

These changes will come into effect from September 2020 and all schools will be required to comply with the updated requirements.

This means that we are reviewing our RSE curriculum and policy so we can be sure our RSE provision is appropriate for our pupils based on their:

- Age
- Physical and emotional maturity
- Religious and cultural backgrounds
- Special educational needs and/or disabilities

We need your feedback to help us do this.

To help you understand the curriculum requirements we need to meet, please do take a look at the enclosed summary of what all pupils are expected to know by the end of secondary school.

I summarise below the main changes which we propose will be made within our school:

- Implementing a new RSE policy
- Changes to course content
- Changes to how aspects of the course are delivered

Here's how you can help:

We have created an online survey which allows you to provide feedback on these proposed changes or ask any questions you may have. If you wish to complete this survey, please can you do so by 15th June 2020.

<https://forms.office.com/Pages/ResponsePage.aspx?id=pGcNtDFve0GB0B6WvxpVXGEyx6ZawhNNogLQmNehHtRURVc2NihJNDRYM0ZDOTSSFPFWINZRvQ3Ni4u>

If you have any problems accessing this online survey, or would like to provide feedback over the phone or by post, please either myself (email below) or Mrs. Mason – Rachelmason@QueensburyAcademy.com.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'E. Woodward'.

Miss Emma Woodward
Head of Life Skills
EmmaWoodward@QueensburyAcademy.com

Author	Claire Wilkins	Target group	All employees, consultants and volunteers
Issued			
Approved by	Education Executive Team	Next review	

Relationships and Sex Education (RSE) Policy

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 students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

Statutory requirements

As a secondary academy school we must provide RSE to all students as per 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.

At this we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, students and parents and approved by the Trust Education Committee. The consultation and policy development process involved the following steps:

1. Review – The Trust Head of Legal reviewed all relevant information including relevant national and local guidance to produce a draft template. This was reviewed by the Trust Education Executive Team and then approved by the Trust Education Committee.
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 sent information about the policy and were invited to ask questions and make comments
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made in light of the consultations, the policy was shared with senior Trust staff and the Local Governing Body and ratified

Definition

RSE is about the emotional, social and cultural development of students, 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.

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, students and staff, taking into account the age, needs and feelings of students. If students 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.

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

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum which at Queensbury Academy is called Life Skills. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students also receive stand-alone sex education sessions delivered by a trained health professional.

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).

Roles and responsibilities

The Trust Education Committee

The Trust Education Committee will approve the RSE policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from [non-statutory/non-science] components of RSE (see **Parents' right to withdraw**).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the 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.

Mrs. R. Mason – Senior Vice Principal

Miss. E. Woodward – Head of RSE (Life Skills) / Teacher of English

Mrs. L. Hunton – Head of Business Studies

Mrs. F. McClean – Teacher of Food Technology

Mr. B. Dumpleton – Head of Year 11/ Teacher of P.E

Mrs. S. Jones – SENCo

Miss. S. Bolton – Head of Year 10/ Teacher of Drama

Mrs. L. Ogunbiyi – Head of RE

Mr. G. Jones – Head of Year 9/ Teacher of P.E

Mrs. C. Blackie – Head of Staff Welfare/ Teacher of P.E

Mrs. J. Butchart – Head of Year 8/ Teacher of Food Tech and English

Mr. E. Wilkinson – Teacher of Business Studies

Mr. D. Needham – Head of Year 7/ Teacher of P.E

Mrs. C. Robson – Cover Supervisor

Students

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

Parents' right to withdraw

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 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 student's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to students 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 Mrs. R. Mason (Senior Vice Principal) and Miss. E. Woodward (Head of Life Skills) through:

- Work and planning scrutiny
- Learning walks
- Department reviews
- Student assessments

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

This policy will be reviewed by Mrs. Mason and Miss. Woodward annually. At every review, the policy will be approved by the governing board and the headteacher, Mr. Little.

Appendix 1: Life Skills Curriculum Map including Relationships and sex education module



Year 7

(37 hours of lessons)



The following are distinct lessons which fall into the PSHE Association's recommended three categories:

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<ul style="list-style-type: none"> • What do we mean by a healthy lifestyle? Health introduction. • How can I keep healthy? Food groups, diet and nutrition. • Eating responsibly – Food labels and health hazards. • Healthy Living – exercise and keeping active. • Not eating healthily - what are the consequences? • What's the big deal about energy drinks? • The dangers of cigarettes and alcohol (2x hours) • Puberty – what happens, when and why. • Periods – what happens, when and why. • FGM – what is this and why is it so dangerous? • Introduction to mental health issues – depression focus. • What are drugs? Why are they dangerous? (class A, B and C) • How can we manage our anger? 	<ul style="list-style-type: none"> • Being an aspirational student. • The importance of self-esteem. • How can we budget our money? • How can I create a personal budgeting plan? (2x hours) • What are savings, loans and interest? • What are the different types of financial transactions? • What are the different types of financial products? • How can we shop ethically? • What are wants and needs and why do we need to know the difference? • How can we enjoy social media but keep our accounts safe and private? • What is stereotyping and prejudice? Racism focus. • How can we be resilient and face challenges? 	<ul style="list-style-type: none"> • Keeping good friendships and avoiding toxic ones. • Family relationships – the different types and why we don't always get along. • Love and relationships –falling in love and dealing with new feelings. • Bullying or banter? Why do people bully others and how can we help stop this? • What is cyberbullying? Why do people bully online? • How do we keep safe and positive relationships (on and off-line)? • What is my personal identity and why is diversity important? • Extremism – why does radicalisation happen and how does it challenge our values?



Year 8 (37 hours of lessons)



The following are distinct lessons which fall into the PSHE Association's recommended three categories:

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<ul style="list-style-type: none"> • Personal development and target setting – how can I improve my skills and behaviour? • How can self-confidence boost our achievement? • How can I manage my behaviour to achieve targets and goals? • Why do teenage parents have it so tough? How we can avoid teenage pregnancy. • Stereotyping, discrimination and prejudice. Disability focus. • How can we look after ourselves and others in an emergency? Personal safety and first aid. • What is vaping and is this as bad as smoking? • What is mindfulness? How can this aid positive mental health? 	<ul style="list-style-type: none"> • Internet Safety – what is online grooming and why must we be so careful? • How can we care for our environment and why is it changing? (2 hours) • Careers + development focus - how can we develop our communication skills? • Careers + development focus -how can we develop our teamwork skills? • How can we become entrepreneurs? • LGBT+ focus: Homophobia. • Finance – what is income and expenditure? • Finance – budgeting and saving - personal finances. • Careers + Finance - What are national insurance and income tax? Reading payslips. • Why do we pay tax and how is this spent? • Stereotyping, discrimination and prejudice. Teens and the media focus. • Stereotypes, discrimination and disability. 	<ul style="list-style-type: none"> • How do we have safe sex and use different forms of contraception? • How do we keep good sexual health and avoid STIs? • What is consent and why is it important we know about it? • What is sexting and why is it so risky to send personal images? • What is pornography and why can it be dangerous? • How can we prevent radicalisation and recognise the signs of extremism? • Who are the extremist groups and why are they so dangerous? • Where does extremism come from? • How do religious extremists attract converts? • Islamophobia – do Muslims really want Sharia Law in Britain? • Stereotyping, discrimination and prejudice. Religion focus. • How can British Values teach us tolerance and respect for others? • Domestic conflict – why do people runaway from home and why is this so dangerous? • Body image and the media part 1 with a focus on boys.



Year 9 (37 hours of lessons)



The following are distinct lessons which fall into the PSHE Association's recommended three categories:

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<ul style="list-style-type: none"> • Why do we need to keep to rules in order to succeed? • How can we foster a Growth Mindset to succeed and achieve? • How can I develop interpersonal skills to help me succeed? • How can we manage the stress of school and exams? • Why do people take illegal drugs and what does the law say about drug use? • Why do people become selfie obsessed and consequences can this have? • What are the short and long-term consequences of excess alcohol drinking? • What is self-harm and why do people do this? • Why can't some people access education? • How are we protected from prejudice and discrimination? • Mental health – how can I deal with and manage anxiety? • Acid attacks – why are these on the increase and what can we do if we witness one? • Responsible health choices – blood donation, stem cells, vaccinations (2 hours) 	<ul style="list-style-type: none"> • How does knife crime impact on our communities, why do teens get involved and what are the consequences? • How does the law deal with young offenders? • How can we be self-disciplined to achieve our aims at school and in the wider world? • Employability Skills – preparing for and applying to the world of work and careers • What other skills do we need to develop for the work environment? • What does it mean to be 'enterprising' and what is an 'enterprising personality'? • What is sustainability and why is this essential to our environment? • Navigating accounts, savings loans and financial institutions. • What rights do we have as shoppers and consumers? • How can I stay financially savvy and avoid debt? • What can we learn from successful businesspeople and entrepreneurs. • Should we sent aid to foreign countries – is aid the answer? • How can extreme views lead to human rights abuses and atrocities? • How do charities like UNICEF help across the world? 	<ul style="list-style-type: none"> • What are domestic violence and abusive relationships? • Healthy and unhealthy relationships. • CSE – how are children and young people lured into dangerous relationships and what do these look like? • Body image and the media 2 – focus on girls • Body image and the media 3 – does the media contribute to eating disorders? • Can we respect and celebrate British values and the religion and culture of our choice? (2 hours) • What is peer-pressure –why is it so powerful and how can we overcome this?

Year 10

(36 hours of lessons accounting for one week's work experience)



The following are distinct lessons which fall into the PSHE Association's recommended three categories:

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<ul style="list-style-type: none"> • How can we manage our time effectively to help us succeed? • Can tattoos and piercings be dangerous? • Why do some people commit suicide? • How can we manage grief and bereavement? • How can we manage social anxiety? • Why do some people become homeless and why is homelessness on the increase? • What are hate crimes and why do these still happen? • What is binge drinking, what are the risks and why do people still do it? • Study Skills – the power of mind and memory. • Social Media and Self-Esteem • Internet Safety – the dangers of excessive screen time • How can we take steps to live more sustainably? (carbon footprint) 	<ul style="list-style-type: none"> • What is Fake News and why do we need critical thinking skills? (2 hours) • What is anti-social behaviour and how does this affect communities? • How can we successfully prepare for work experience? • What rights and responsibilities do we have in the workplace? • What is money laundering and why are some students taken in by this crime? • What are employers looking for in CVs? • British Values – how does the criminal justice system work? • What is overt and covert racism and why are people still prejudiced? • Why do some religious people become terrorists? • Why pursue a careers in the STEM industries? • How do we choose a career that suits our personality, ambition and qualifications? • Crime, gangs and County Lines (2 hours) • Why do we still need an International Women's Day? 	<ul style="list-style-type: none"> • Same sex relationships (LGBT+) • What are forced and arranged marriages and what do we need to know? • Gender and Trans Identity LGBT+ • How can we manage conflict successfully? • Why do sexism, gender prejudice and stereotypes still exist? • What is community cohesion and why is this important? (British Values) • Revenge Porn – what is this and how can we prevent ourselves from being victims? • Do we have healthy or unhealthy relationships with our role models? • Harassment and stalking – what are these things and what does the law say about it? • Parenting, the different types and styles and looking after a child.



Year 11

(30 hours of lessons accounting for Study leave)



The following are distinct lessons which fall into the PSHE Association's recommended three categories:

Health and Wellbeing	Living in the Wider World	Relationships (RSE)
<ul style="list-style-type: none"> • Why is PSHE so important? • Risk Taking • Gambling and Online Gaming • Perseverance and • Procrastination • Privilege – How does this affect us all? • Why do we need sleep and how does sleep deprivation affect us? • Why is our digital footprint important? • How can we celebrate diversity and our identities? • What is body positivity and is why is this controversial? (obesity issues) • Personal Safety in the Wider World 	<ul style="list-style-type: none"> • GCSE Revision and Study Skills • Applying to College and University • Independent Living • Internet Safety – the Dark Web • How is plastic pollution destroying our environment? • How can we protect animal rights and aid sustainability? • How can trade unions protect our rights at work? • What is cyber crime? • How can we successfully prepare for a job interview? • Globalisation – how does this affect us? • What is multiculturalism? • What is right-wing extremism? • Why is Health and Safety at work so important? 	<ul style="list-style-type: none"> • Bullying – Body Shaming • Relationship Break Ups • What is 'Good Sex'? • Why is it essential we know about consent, rape and sexual abuse? • How can we make ourselves and other people feel more positive and why is happiness important? • Relationship types and sexuality • What is Chem Sex and what do we mean when we talk about safe sex?

Appendix 2: By the end of secondary school students should know

Topic	Students should know
Families	<ul style="list-style-type: none"> • 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 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 • Why marriage is 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 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
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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)

Topic	Students should know
	<ul style="list-style-type: none"> • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That 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
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • 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 partners • 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

Topic	Students should know
Being safe	<ul style="list-style-type: none"> • 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)
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>

Topic	Students should know
	<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	