

Relationships & Sex Education (RSE) at QMGS

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Rationale

Today's children and young people are growing up in an increasingly complex world. This presents many positive and exciting opportunities, but also challenges and risks. Children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships, Sex and Health Education compulsory in all state-funded schools.

Goal

To empower young people to make decisions about their own lives from an informed perspective.

Philosophy (Transactional Analysis):

- I'm OK, You're OK
- Everyone has the capacity to think
- People decide their own destiny, and these decisions can be changed

Ofsted and Statutory Duties

<https://www.gov.uk/government/publications/inspecting-teaching-of-the-protected-characteristics-in-schools/inspecting-teaching-of-the-protected-characteristics-in-schools>

The DfE's statutory guidance requires that all schools must:

- have an up-to-date policy, which is made available to parents and others and consult parents in developing and reviewing that policy in all cases
- take into account the age and religious background of all pupils and ensure that their teaching is appropriate to their age and religious background, to ensure that the topics outlined in the statutory guidance are appropriately handled
- comply with the [relevant provisions of the Equality Act 2010](#)
- make relationships education and/or RSE accessible for all pupils, including those with special educational needs and disabilities
- ensure that teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider implications of decisions they may make
- ensure that the materials used to support teaching are appropriate for the age and maturity of pupils and sensitive to their needs
- ensure that the needs of all pupils are appropriately met, and all pupils understand the importance of equality and respect
- ensure that teaching is sensitive and age-appropriate in approach and content
- work closely with parents in all cases when planning and delivering the subjects, ensuring that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that the child be withdrawn from some or all of sex education delivered as part of statutory RSE

The DfE expects secondary schools, state-funded or independent, to deliver teaching on LGBT relationships and

What the pupils have to say:

“During the five years I have spent at Queen Mary’s Grammar School, I have always been intrigued by the variety of topics in the PSHE lessons.”

Ubaid

What the pupils say:

“PSHEE has always been a highlight of my QM journey. I've found it so interesting and refreshing each fortnight to step back from the assessed curriculum and consider the down to earth and often harsher aspects of everyday life.”

Jamie

RSE at QMGS

- Positive, inclusive approach
- Part of timetabled PSHEE programme
- High-quality, well researched lessons
- Delivered by specialists
- Ground rules and safeguarding
- Occasional external speakers
- Whole-school events & initiatives
- Assemblies
- Pastoral care
- Change Your Mind pupil mentors



RSHE policy (approved by the Local Governing Board November 2021)

https://qmgs.walsall.sch.uk/wp-content/uploads/2021/12/2021_dec_relationships_health_sex_education_policy.pdf



Faith & RSE

In all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

HM Government



Your rights and responsibilities

- Fortnightly newsletter
- Access to Scheme of Work, lesson plans and resources
- Continue the conversation at home
- Role-modelling at home
- Right to ask questions and raise concerns
- Work in partnership with school
- Right to withdraw

Understanding Relationships, Sex & Health Education - a guide for secondary school parents:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907640/RSE_secondary_schools_guide_for_parents.pdf



Right to withdraw

- From some or all of sex education only
- Discussion with school and child first – possible detrimental effects of withdrawal
- Available until three terms before the child turns 16, then up to the child
- No. of QMGS pupils withdrawn from sex education last year (out of a possible 660)?

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What if your child wishes to withdraw?

Your child may choose to withdraw from sex education after their 15th birthday, but is encouraged to attend lessons.

No pupil is forced to participate verbally - our aim is not to make them feel unnecessarily uncomfortable.

Year 7

Lesson	Key takeaways
Developing learning skills at KS3 1	<ul style="list-style-type: none">• Everyone in a school community has the right to feel physically, emotionally and psychologically safe• Staff in school with special responsibility for my safety and wellbeing are the DSL, DDSLs, Head of Year, Assistant Head of Year, Form Tutor and SEMH mentor [Name specific staff members]• Year 12 pupil mentors can also provide behaviour, emotion and wellbeing support upon request
Developing learning skills at KS3 2	<ul style="list-style-type: none">• Having goals is important for a sense of purpose and therefore our wellbeing• Knowing our values helps us to set goals• Staff in school who can help me with my learning are my teachers, Heads of Department, SEND department, library [Name specific staff members]
Puberty and emotional changes	<ul style="list-style-type: none">• Puberty is all about getting bodies and minds ready for adulthood, especially making, carrying or looking after a baby once it is born• Puberty doesn't come with a set timetable - people develop at different rates• Good personal hygiene is essential from puberty onwards
Healthy and unhealthy relationships	<ul style="list-style-type: none">• Healthy relationships of all types have similar features such as honesty and respect• Sometimes unhelpful stereotypes can skew perceptions of what is appropriate in relationships• Many unhealthy relationship behaviours are illegal and affect people's wellbeing, so it is very important to adopt positive relationship behaviours and seek help if experiencing unhealthy or negative relationships
Managing conflict	<ul style="list-style-type: none">• Conflict is to be expected in all kinds of relationships and is not a sign of an unhealthy relationship• It is possible to handle all conflict calmly, peacefully and constructively• Taking care of our wellbeing on a daily basis puts us in a better position to handle conflict in a healthy way
Introduction to consent	<ul style="list-style-type: none">• Consent is agreement by choice by someone with the freedom and capacity to consent• It is important to be able to assert one's boundaries and respect others' boundaries• Everyone will have different boundaries

Year 8

Personal hygiene and dental health	<ul style="list-style-type: none">• One should not rinse with water or mouthwash after brushing teeth, as this rinses away fluoride from the toothpaste• Wash the armpits, groin and feet twice per day and apply anti-perspirant or deodorant to the armpits each morning• Moisturise the face and body after your daily shower
Menstrual wellbeing	<ul style="list-style-type: none">• Each month, the female body prepares for pregnancy: an egg is released, ready for fertilisation and implantation in the lining of the uterus (womb), which thickens ready for this process. If pregnancy doesn't occur during this time, the tissue that the body no longer needs is lost through the vagina as menstrual blood• It is important for males to learn about periods for several reasons, such as: to be a supportive and understanding partner, if wishing to become a doctor, to eliminate the taboo of talking about periods openly, to reduce sexism• Reusable period products contribute to drastically reducing plastic waste
Healthy and unhealthy habits for mind and body	<ul style="list-style-type: none">• The six components of a mentally healthy lifestyle are: diet, exercise, sleep, sunlight, social interaction, engaging activity• Teens need 60 minutes of exercise per day, 8-9 hours of sleep per night and a wide range of natural foods• A variety of engaging activities throughout the week is best for wellbeing and personal development
Bullying	<ul style="list-style-type: none">• Bullying is the repeated crossing of another's boundaries, where there is an imbalance of power, and with the intention to cause harm• Retaliation is never justified• Minority, historically oppressed and marginalised groups within society are at higher risk of being bullied, such as LGBT people, disabled people, ethnic minorities, women
Sexual orientation and gender identity	<ul style="list-style-type: none">• One's 'sex' means whether they are biologically male or female (recorded at birth based on genitalia); 'sexual orientation' is defined by to whom someone is attracted; 'gender identity' is one's internal sense of being male, female, neither or both. In some cases, this differs from one's biological sex.• Being LGBT is not a 'lifestyle choice'• It is illegal to discriminate against people (treat people differently or unfairly) on the basis of sexual orientation, sex and gender reassignment
Equality Act 2010 and hate crime	<ul style="list-style-type: none">• The protected characteristics under the Equality Act 2010 are: age, disability, race and ethnicity, religion or belief, sex, sexual orientation, gender reassignment, marriage or civil partnership, pregnancy and maternity• A hate crime is a crime where the motivating factor is someone's difference to the perpetrator. There would be an additional sentence on top of the crime itself if this is deemed to be the case.• Fearless (fearless.org) is a service that allows you to pass on information about crime 100% anonymously.

Year 9

Respectful relationship behaviours	<ul style="list-style-type: none">• We are all different, so may have different views on where the line between acceptable and unacceptable is, but there are potentially legal as well as moral and social consequences for certain behaviours• It is okay to think and behave differently to the majority if the majority is engaging in harmful thinking and behaviour• We should not reinforce unhelpful perceived social norms by what we think, say and do
Freedom and capacity to consent	<ul style="list-style-type: none">• When someone seeks another's consent, they are responsible for ensuring that the other person has the capacity to give their consent.• If in doubt, assume consent has not been given• If the person seeking consent has not taken reasonable steps to make sure of the other person's consent, what happens could be breaking the law
Sexual health	<ul style="list-style-type: none">• A person should be tested for STIs regularly if they are sexually active, and after any time they have sex without a condom, even if they do not have any symptoms - this demonstrates a safe and responsible attitude towards a sexual relationship and shows respect for one's partner• STI testing and treatment is available to both under and over 16s• Both partners are responsible for taking measures to protect against pregnancy and STIs
Contraception	<ul style="list-style-type: none">• It is important to discuss contraception with one's partner before sexual intercourse• Condoms should be used to protect against STIs even when there is no risk of pregnancy (i.e. when the sexual activity does not involve penetration of a vagina by a penis)• No form of contraception is 100% effective, so many people choose to use both a hormonal and a barrier method to prevent pregnancy
Managing the ending of relationships	<ul style="list-style-type: none">• If a person clearly ends the relationship, this is final and should be respected and accepted• Grieving for the end of a relationship is a personal experience and therefore people experience it differently• Daily self-care helps process grief about the end of a relationship
Bereavement	<ul style="list-style-type: none">• Bereavement is a type of grief experienced when a significant person or animal dies• All emotional, physiological, cognitive and behavioural responses to bereavement are valid, but they may not all be healthy• One does not 'get over' a death, but rather learns to live alongside it

Year 10

Developing learning skills at KS4	<ul style="list-style-type: none">• Self-testing is an important part of helping someone learn: the more times someone tries to remember something, the more likely they are to remember it long-term• It's important to focus on recalling information when revising, rather than spending time making notes 'look nice' or only revising what you already know well• It's important that someone allows their brain time to forget information before recalling it again
Stress management	<ul style="list-style-type: none">• The seven components of Dan Siegel's Healthy Mind Platter are: physical time, downtime, playtime, connecting time, focus time, sleep time, time in• Create mini-habits to avoid overwhelm or motivate yourself• The re-framing technique can be used to help accept stressors
Sleep	<ul style="list-style-type: none">• Sleep improves our immune system, our cardiovascular system, embeds memories into the neural architecture of the brain, provides emotional first aid, boosts creativity and problem-solving• Each 90-minute sleep cycle is structured differently and therefore provides different benefits• Having a healthy daily bedtime routine helps the body and mind prepare for sleep
The impact of pornography	<ul style="list-style-type: none">• Pornography reinforces stereotypes and misconceptions around those with protected characteristics• It can lead to unhealthy real-life relationship behaviours• It gives an unrealistic depiction of sex
Sharing nudes	<ul style="list-style-type: none">• The majority of young people do not share nudes• Any nude image of an under-18 is classed as child pornography in the eyes of the law• A member of school staff can search a pupil's phone without consent if they have reasonable suspicion that it contains indecent or harmful content
The role of intimacy and pleasure	<ul style="list-style-type: none">• The joy to be had from sex extends beyond gratification• The types of sexual activity someone enjoys is personal, changes over time, and is not defined by their identity (e.g. there is no such thing as 'gay sex')• Sexual enjoyment is a journey, not a destination, and should be experienced through healthy communication and consensual experimentation

Year 11

Lifestyles and wellbeing	<ul style="list-style-type: none">• A healthy balance between activities is important for wellbeing• Sedentary activities should be interspersed with short periods of physical activity once per hour• A healthy diet, plentiful exercise, high-quality sleep and regular breaks all contribute to academic success
Long-term commitments	<ul style="list-style-type: none">• Marriage and civil partnerships should be entered into freely• Forced marriage is a criminal offence• People who choose not to enter into a legal union can still be in stable, loving, committed long-term relationships
Family conflict	<ul style="list-style-type: none">• Effective conflict resolution often involves active listening, with everyone feeling heard and respected, and finding a win-win solution where possible• Violence, threat of violence, fear of consequences, and coercion/manipulation are always unacceptable and often illegal• Always seek to de-escalate a conflict situation
Sexual health, fertility and routes to parenthood	<ul style="list-style-type: none">• There is no 'right' way to start a family• There is no guarantee that any of the routes to parenthood will always successfully lead to parenthood• Deciding not to have a child is just as valid a choice as choosing to become a parent
Pregnancy outcomes	<ul style="list-style-type: none">• Different people will have different influences and different reasons for coming to the decisions they do• The final decision rests with the individual who is pregnant and nobody should be pressured into doing something they do not want to do• Miscarriage is not the fault of the woman (or trans man) who has miscarried
Pregnancy choices: abortion	<ul style="list-style-type: none">• Everyone is entitled to their own opinions about abortions and everyone should be allowed to make the decision that they feel is best for them• Abortion is extremely safe in the UK, where it is carried out in a medical facility by medical professionals and is available free of charge through the NHS• Someone who is pregnant does not need their partner's agreement to have an abortion

Year 12

Introduction to KS5 PSHE	<ul style="list-style-type: none">• I'm OK, You're OK• Everyone has the capacity to think• People decide their own destiny, and these decisions can be changed
Introduction to Transactional Analysis	<ul style="list-style-type: none">• Within each of us are three states of being which come to the fore at different moments and are identifiable through our words and gestures: the Parent, the Adult and the Child• Understanding which ego-state is in 'executive' at any given moment will help us understand our thoughts, feelings and behaviours• The goal is to strengthen our Adult to guide our decision-making and transactions with others
Managing unwanted attention	<ul style="list-style-type: none">• Stalking and harassment are illegal• Emphasise that anyone can be a target of harassment or stalking,, regardless of identity - it is never the target's fault• The sooner the target acts decisively, the more likely that the undesirable behaviour will cease rather than escalate
Pressure, persuasion and coercion	<ul style="list-style-type: none">• The language of seeking permission avoids putting pressure on the person, allows them to say no and respects their decision• The language of persuasion and coercion tries to take away the other person's choice and autonomy• Legal and ethical responsibility lies with a perpetrator, never the victim
Addressing relationship abuse	<ul style="list-style-type: none">• All abuse is against the law and that the police can arrest, caution, or charge the perpetrator• It is vital not to engage in victim-blaming, even unwittingly• Anyone can be a perpetrator or a target of abuse, regardless of their protected characteristics
Managing relationship conflict and breakups	<ul style="list-style-type: none">• If we really care about someone, we will respect their concerns• Some people handle criticism less well than others and sometimes seem quite defensive - they may need time away from the conversation to 'regroup'. This does not excuse poor behaviour.• Some breakups are mutual, and many relationship endings are handled amicably, despite the feelings involved

Year 13

Creating safe spaces	<ul style="list-style-type: none">• Safe spaces are inclusive of everyone, regardless of their protected characteristics• There is value in moving out of our comfort zone and having our thoughts and values challenged in a safe space• It is important to notice what has impacted us and reflect on this
Communication, consent and choice	<ul style="list-style-type: none">• Sex is at its most successful when a mixture of spontaneous and planned in advance• Each partner should be treated as an equal• Each partner should be attuned to the other's feelings and desires, which will be expressed by body language and facial expressions as well as verbally
Sexual norms and expectations	<ul style="list-style-type: none">• Almost all sexual activities can be enjoyed by all people, regardless of their protected characteristics• As long as a sexual activity is within the law, there is no restriction on what you may like or dislike (unless it conflicts with your personal values or beliefs)• Sexual scripts are shaped by the law, social norms, the media, cultural upbringing, religion
Pleasure and sensuality	<ul style="list-style-type: none">• Masturbation is completely normal and okay for anyone to do or not do at any point in their life• All five senses are important when it comes to enjoying sex• A daily mindfulness practice can help increase one's enjoyment during sexual activity
Contraception and Sexually Transmitted Infections (STIs)	<ul style="list-style-type: none">• https://www.fpa.org.uk/ and https://www.brook.org.uk/ can be used to find information on sexual health and wellbeing• It is important to consider all advantages and disadvantages to different types of contraception before making a decision• In seeking STI testing and ensuring we finish our course of treatment we are protecting not only ourselves and our partners but the wider population
Parenting	<ul style="list-style-type: none">• Parents have legal responsibilities towards their child(ren)• The parenting a person receives in their early years has a significant impact on their brain architecture• Children have rights in wider society which are enshrined in the United Nations Convention on Rights of the Child

Resources used

- PSHE Association & Medway Public Health Directorate <https://pshe-association.org.uk/>
- No sexually explicit or gratuitous materials used



Intimacy post-its

Intimacy: a close, familiar, and often affectionate or loving personal relationship with another person or group.



Write on the post-it notes any signs, words and signals that a person might give, that they are/are not comfortable with physical intimacy.

Continuing the conversation at home



<https://www.brook.org.uk/>



Questions

