

Relationships & Sex Education (RSE) at QMGGS

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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.

The Case for RSE

[RSE The Evidence - SEF 2022.pdf \(sexeducationforum.org.uk\)](#)



Goal

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

Protected Characteristics (Equality Act 2010)

- Race / ethnicity / nationality
- Religion or belief
- Age
- Disability
- Sex
- Sexual orientation
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity

QMGS - An Outstanding School

- Personal Development judgement: Outstanding (includes PSHE)
- “Older students can develop their leadership skills in the sixth form, for example...teaching lessons in primary schools on personal, social, health and economic education (PSHE). The school’s ‘Change Your Mind’ course promotes pupils’ mental health and well-being and has received international recognition.”
- Fortnightly lessons throughout Y7-13 solely for PSHE
- Taught by PSHE specialists
- High-quality materials from reputable sources
- Inclusion of ground rules and safeguarding procedures

Structure of lessons

- 3 Key Takeaways
- Recall Activities
- Baseline Activities
- Oracy / Challenging Reading / Reflective Writing / Critical Thinking
- Link to QMGS ethos

RSHE policy (approved by the Local Governing Board November 2022)

[2022_nov_relationships_health_sex_education_policy.pdf](#)
[\(qmgs.walsall.sch.uk\)](#)



Your rights and responsibilities

- Access to Scheme of Work, lesson plans and resources
- View the 3KTs on Teams or from this presentation
- 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 (and not aspects taught as part of the National Curriculum in Science)
- 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 Y7-10 QMGS pupils currently withdrawn from sex education (out of a possible 720)?

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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.

Number of Y11-13 who have currently opted to withdraw themselves (from around 600 pupils)?



<p>The Next Five Years (and Beyond!)</p>	<ul style="list-style-type: none"> • You are now an important part of the QMGS community – welcome! • We are happy and proud that you are here. • Though it might take you some time to find where you ‘fit’, you belong.
<p>Healthy Relationships</p>	<ul style="list-style-type: none"> • Healthy relationships of all types have similar features such as kindness and honesty. • Unhealthy relationship behaviours affect people’s wellbeing and are sometimes illegal. • All relationships should have boundaries – these will be different depending on the person and the relationship.
<p>Introduction to Consent</p>	<ul style="list-style-type: none"> • Consent is agreement by choice by someone with the freedom and capacity to consent. • If someone has the freedom to consent then they are able to make the decision without pressure. • If someone has the capacity to consent then they understand the implications of their choices.
<p>Emotional Literacy</p>	<ul style="list-style-type: none"> • During adolescence, your amygdala (part of your brain) grows in size and becomes more active, which can lead to fearful, aggressive and rash behaviour. • There are hundreds of emotions we all feel, though we tend to only name a few. • Being able to recognise how we are feeling, to name the feeling and to employ a coping strategy are key skills for emotional literacy.
<p>Life and Relationships Online</p>	<ul style="list-style-type: none"> • The expectations of conduct and behaviour of a person are the same online as they are offline. • The majority of people fall short of this expectation at some point in their lives – this doesn’t make poor behaviour online acceptable. • You can and should report behaviour that makes you uncomfortable.
<p>Overcoming Friendship Issues</p>	<ul style="list-style-type: none"> • No-one likes everyone, but it is important to be respectful to and tolerant of all. • Fallings-out are to be expected and few friendships last a lifetime. We should not make a conflict or the end of a friendship worse by being unpleasant. • Talking to a wide range of people and joining in with different activities increase our opportunities to make friends.

Introduction to Protected Characteristics	<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 race, religion, disability, sexual orientation or transgender identity (Hate crime The Crown Prosecution Service (cps.gov.uk)) Hate crimes attract additional legal consequences.• It is illegal to deny someone a job or a service on the basis of one of the protected characteristics, unless in particular circumstances
Protected Characteristics Continued	<ul style="list-style-type: none">• There is no 'hierarchy' of the protected characteristics: one is no more important than any other.• Some of the protected characteristics can be seen to be 'in conflict' with one another: tolerance and respect for individual liberty is how society manages this.
Managing Conflict	<ul style="list-style-type: none">• Conflict is to be expected in all kinds of relationships and is not necessarily a sign of an unhealthy relationship.• It is possible to handle nearly all conflicts calmly and constructively.• Taking care of our wellbeing on a daily basis puts us in a better position to handle conflict.
Slurs	<ul style="list-style-type: none">• A slur is an insulting or disparaging remark, often aimed at an integral aspect of someone's personhood.• Slurs can be reclaimed by the community they were originally meant to disparage.• Slurs have no place in 'banter', inside or outside school.
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.• Bullying can look different depending on the type of bullying taking place.• Bullying is always unacceptable.
Behaviour in Context	<ul style="list-style-type: none">• What is seen as appropriate behaviour is largely dependent on context.• Some behaviour is always unacceptable.• It is natural to make mistakes with behaviour during adolescence, but you should always work to learn from your experiences.

**Respectful
Relationship
Behaviours**

- We all have different boundaries which should be respected.
- Certain behaviours within a relationship are always unacceptable.
- Stereotypes can normalise harmful behaviours; we should be conscious of when we are allowing stereotypes to influence our views and behaviour and work to change this.

**Freedom and
Capacity to
Consent**

- A person consents if he/she agrees by choice and has the freedom and capacity to make that choice.
- If you are in any doubt as to whether a person consents to something, assume that 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.

Bereavement

- Bereavement is a type of grief experienced when a someone close to us dies.
- All emotional, physiological, cognitive and behavioural responses to bereavement are valid, but they may not all be healthy.
- Bereavement may always be part of us, but the rest of our life grows bigger and richer at the same time.

Sexual Health

- A person should be tested for STIs regularly if they are sexually active.
- STI testing and treatment is available to both under and over 16s
- Both partners are responsible for taking measures to protect against STIs and unwanted pregnancy.

Contraception

- It is important to discuss contraception with one's partner before having sex.
- Condoms should always be used to protect against STIs.
- No form of contraception is 100% effective.

Consensual Sexual Communication

- The majority of young people do not share explicit images of themselves.
- Any nude image of an under-18 is classed as child pornography in the eyes of the law.
- Any form of sexual communication should be done within the bounds of the law and with consent from all parties.

Gender-Based Violence

- Women, men and nonbinary people are all subject to violence where their gender is the root motivation.
- Globally and within the UK, women and girls are particularly at risk of GBV.
- Social and cultural attitudes to gender roles lie at the root of GBV.

‘Banter’ and Harassment

- ‘Banter’ is defined as ‘the playful and friendly exchange of teasing remarks’.
- The person on the receiving end should be in on the joke.
- If this is not the case, what is happening could be construed as bullying or harassment and attract legal, social or employment consequences.

Relationships Online

- The expectations of conduct and behaviour of a person are the same online as they are offline.
- The majority of people fall short of this expectation at some point in their lives – this doesn’t make poor behaviour online acceptable.
- Your conduct online attracts legal, social and other consequences.

<p>Red Flags, Green Flags, Beige Flags</p>	<ul style="list-style-type: none"> • We all want different things in a relationship. • Certain behaviours are always unacceptable. • Your freedom, autonomy and right to choose are paramount.
<p>Pressure, Persuasion and Coercion</p>	<ul style="list-style-type: none"> • Coercion is the practice of persuading someone to do something through the use of force or threats. • Utilising pressure and coercion in relationships takes away the autonomy of the other person and is a form of abuse. • The language of seeking permission avoids putting pressure on people, allows them to say no and respects their decision.
<p>Managing Relationship Conflict and Breakups</p>	<ul style="list-style-type: none"> • Conflict within an intimate relationship is normal. • Conflict or breakups should be handled openly, honestly and with respect. • Some breakups are mutual and many relationship endings can be handled amicably.
<p>Fertility and Routes to Parenthood</p>	<ul style="list-style-type: none"> • There is no 'right' way to have a family. • Choosing not to have children is just as valid as becoming a parent. • Fertility differs from person to person based on a number of factors including physical health, lifestyle and the menopause.
<p>Pregnancy Outcomes</p>	<ul style="list-style-type: none"> • Any final decisions about a pregnancy rest with the individual who is pregnant. Impartial counselling is available to help with these decisions. • Miscarriage is not the fault of the person who has miscarried. • Abortion is available on the NHS until the 24th week of pregnancy. Abortion can be medical or surgical.

Communication, Consent and Choice

- In a sexual relationship, each partner should be treated as an equal.
- Each partner should be attuned to the other's feelings and desires.
- There are many ways in which these feelings can be expressed: body language, non-verbal communication such as gestures as well as verbally.

Sexual Norms and Expectations 1

- Almost all sexual activities can be enjoyed by all people, as long as it is something you want to do.
- Your personal values, beliefs, boundaries and the law should inform your choices.
- Sexual scripts are shaped by the law, social norms, the media, cultural upbringing and religion.

Sexual Norms and Expectations 2

- Feeling safe and comfortable are key to enjoying sex.
- A high degree of self-awareness is important...
- ...so you can effectively communicate your needs, wants and boundaries.

Long-term Partnerships

- Most people enter into one or more monogamous, long-term relationship(s) at some point in their lives.
- Many people choose to marry, which carries legal rights and protections in the UK.
- There are a range of responsibilities and tasks to complete if a long-term relationship ends.

Child Development and Parenting

- The parenting a child receives has a significant impact on their development and future.
- Good parenting comes with a raft of responsibilities and significant sacrifice.
- You should make every effort to educate and prepare yourself for becoming a parent if that is something you choose to do.

Continuing the conversation at home

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

charliewaller.org

youngminds.org.uk



Members of staff who can help support your child:

- Mrs McPhee, Ms Morgan & Mr Farnell (PSHEE & Change Your Mind peer mentoring programme)
- Mr Farnell & Mr Collins (Safeguarding)
- Mr Farnell & Mrs Young (Social, Emotional & Mental Health)
- Mrs Youngman (SENDCo)
- Mr Lally (E-safety)

Any questions?

