



*RELATIONSHIPS & SEX  
EDUCATION POLICY*

**Queen's College, London**

*Due for review Summer 2027*

## **Purpose of the Policy**

This policy sets out how Queen's College, London delivers Relationships and Sex Education (RSE) in a way that is age-appropriate, inclusive and compliant with statutory requirements, supporting pupils' personal development, wellbeing and safeguarding.

## **Scope**

This policy applies to all pupils, staff and visitors involved in the delivery of Relationships and Sex Education across the College.

## **Context and Policy Development**

This policy was developed by the Senior Leadership Team (SLT) through a variety of consultation methods involving pupils, parents/carers, staff, Council members and the College Nurse. All views were considered when developing this policy and the Relationships and Sex Education (RSE) programme. It has been reviewed by the Head of PSHE to bring it up to date with the updated statutory requirements for RSE from September 2026.

## **Rationale and Statutory Context**

RSE is a lifelong learning process of acquiring information, developing skills, and forming positive beliefs and attitudes about the emotional, social, and physical aspects of growing up, sex, sexuality, relationships, feelings, and sexual health.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain healthy and fulfilling relationships, including with themselves. Crucially, it enables young people to make responsible and informed decisions about their safety, health, and wellbeing in every context.

In July 2025 the Department for Education published their updated Relationships and Sex Education (RSE), and Health Education guidance for teaching from September 2026, which replaces the 2019 guidance. This sets out that pupils

receiving a secondary education in an independent context must be taught RSE. This detailed guidance specifies the rationale, purpose, curriculum, right to withdraw, consultation and policy requirements for RSE, and makes suggestions for delivery, teaching, and assessment strategies to ensure all pupils make progress in achieving the expected educational outcomes and that teaching is accessible to all pupils including those with SEND. The guidelines establish that a school's RSE curriculum is to be specific to the context of each particular school, therefore flexibility is granted to meet the needs of each school population and respond to local trends and needs.

These guidelines form the basis of this document, the updated RSE curriculum, and ongoing monitoring, review, and implementation of both going forwards, in consultation with parents. The policy is reviewed annually and approved by the Council.

## Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of RSE in the College for staff, parents/carers, and the Council.

## Roles and Responsibilities

- **Principal:** overall oversight of RSE provision and policy implementation
- **Deputy Head (Pastoral) / DSL:** safeguarding oversight and compliance
- **Head of PSHE:** curriculum design, delivery and review
- **Teaching staff:** delivery of RSE in line with training and guidance
- **Pupils:** engagement with learning respectfully
- **Parents/carers:** partnership with the College and engagement with provision

## Moral and Values Framework

The RSE programme at Queen's College reflects the school ethos, as well as demonstrating, and encouraging the following values:

1. Respect for self
2. Respect for others
3. Responsibility for one's own actions
4. Responsibility within one's family, friends, schools, and wider community

## Equal Opportunities Statement

In line with statutory guidance and the Equality Act 2010, the College is committed to the provision of RSE to all its pupils. Our programme aims to respond to the diversity of pupils' cultures, faiths, ages, abilities, readiness, and family backgrounds. Equal time and provision are allocated for all groups, but there may be occasions where SEND pupils are given extra support and/or adjusted provision from the adaptive learning department. In addition, provisions within the Equality Act allow the College to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

## Curriculum Content and Delivery

The compulsory subject content is age and developmentally appropriate. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and the wider College community with the aim of providing pupils with the knowledge they need.

Please see Appendix 1 for the up-to-date curriculum content.

Materials used reflect the needs of all pupils and are developed to meet the needs of the Queen's College community. Age, developmental stage, and cultural backgrounds of the pupils are considered in relation to any resources.

## Delivery of RSE

RSE is not delivered in isolation; it is firmly embedded in all curriculum areas, including PSHE. At Queen's College, London the *main* content is delivered in PSHE lessons and is also supported in Science.

RSE can be delivered by a range of staff depending on the needs of the pupils and staff in order that pupils receive the most effective learning opportunities. Who will be delivering RSE content is planned in order that learning is coherent and supportive for pupils. Usually, RSE is taught in PSHE by Form Tutors or the Head of PSHE (depending on which year group). On occasion where appropriate, it may also be delivered by other staff involved in the provision of RSE, for example the Head of PSHE, College nurse, Section Heads, the Assistant

Head – Pupil Development, other internal expert staff, or external expert speakers.

Visitors from outside the College are used to support the delivery of PSHE as follows:

1. Visitors are invited to the College because of the expertise or contribution they can make;
2. All input to PSHE lessons is part of a planned programme and negotiated and agreed with staff in advance;
3. The input of visitors is monitored and evaluated by staff and pupils.

Queen's recognises the importance of training for staff for delivering RSE and recognises the sensitive nature of delivering RSE using subject teachers. Staff are encouraged to communicate with their Head of Section/Year Tutor if they are uncomfortable teaching any part of RSE. Staff training for RSE is organised when a need arises, and staff have had annual training in 2020-21, 2021-22 and 2024.

## Monitoring and Evaluation

RSE as part of PSHE is reviewed on an annual basis by the Head of PSHE. Queen's College recognises the importance of listening to pupil feedback and the review considers annual PSHE surveys completed by the pupils.

Queen's College also follows the DfE guidance on assessment: *The curriculum should build knowledge and skills sequentially, with regular feedback provided on pupil progress. Lessons should ensure that all pupils are challenged, and assessments should identify where pupils need extra support or intervention.*

While there is no formal examined assessment in PSHE and RSE, pupils' knowledge, skills and understanding are evaluated through classroom discussion and formative assessment activities to capture progress appropriate to the context of the lesson such as observations, presentations, written assignments, group work, classroom contributions and self-evaluations. Teachers and those delivering RSE education should collect evidence of learning to make a judgement about pupils' progress and deliver feedback in interim grades and written Form Tutor reports.

Pupils' progress can also be evaluated in terms of their overall application of knowledge, skills and understanding into the wider school context in areas such as, but not limited to, participation, conflict resolution, decision-making and the formation of positive and respectful relationships.

## **Specific Issues within RSE**

### **Withdrawal**

Parents/carers have the right to request the withdrawal of their child from all or part of the sex education provided at school within statutory RSE only.

Parents/carers wishing to exercise this right are invited in to see the Principal to discuss the request to ensure that their wishes are understood, clarify the nature and purpose of the curriculum, explore any concerns, and discuss the impact that withdrawal may have on the child. If appropriate, the child may also be invited to be part of these discussions.

A child also has a right to opt into sex education from three academic terms before they turn 16. Therefore, the College, except in exceptional circumstances, will respect the parents/carers' request to withdraw their child up to and until 3 terms before the child turns 16. If at that point, the pupil wishes to receive sex education rather than be withdrawn, the College will respect the right of the pupil and make the provision.

If a pupil is withdrawn from sex education at any point, the College will ensure the pupil receives purposeful education during the period of withdrawal. A record will be kept by the College of all such decisions.

### **Sharing Lesson Resources**

The College believes that productive partnership between parents/carers and teachers provides the best outcomes for young people. In line with government guidance, we are transparent and do not withhold the sharing of teaching resources from parents. However, as the resources used in lessons are designed to be pupil or teacher facing, we do manage this process, when requested, so that a conversation can be had about the resources to avoid misunderstandings. If a parent/carer requests to see lesson resources, then a meeting is held to explore and view the resources. Resources are not sent via email to a parent.

## **Safeguarding, Child Protection and Confidentiality**

The College has a separate Safeguarding and Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns. Pupils will be made aware by staff leading RSE sessions that confidentiality cannot be guaranteed to ensure safeguarding.

## **Disclosures**

If a member of staff learns that an under 16-year-old is sexually active or contemplating sexual activity the College will ensure that:

1. The young person is encouraged to talk to their parent/carer;
2. Child Protection issues are addressed;
3. The young person receives adequate support and information;
4. The Principal will monitor the frequency of cases where they handle information without parental knowledge.

## **Controversial and Sensitive Issues**

A safe, inclusive, supportive, and sensitive learning environment should be created by those leading RSE sessions in each context by establishing ground rules for engagement in the lesson.

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils can form their own, informed opinions but also respect others that may have a different view. Where aspects of the law are taught in line with statutory guidance, these are delivered as fact.

## **Dealing with Questions**

Pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. The College believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned. Pupils will be made aware that confidentiality cannot be guaranteed should there be a safeguarding concern.

## **LGBTQ+**

Queen's College believes that RSE should meet the needs of all pupils, and that staff should be able to answer appropriate questions and offer support.

Homophobic, transphobic or any other form of bullying is dealt with strongly. LGBTQ+ content is embedded within the RSE curriculum and students are also given individual support where there is a need.

**Dissemination**

Copies of this policy are available from the College office on request from parents and this policy is available on the College website.

The Pastoral Deputy Head, Head of PSHE and the Heads of Section facilitate the gathering of policy feedback from parents, staff, and pupils.

## Appendix 1. Curriculum content

Please note aspects of RSE are also taught in non-RSE topic blocks and Junior College lessons are taught in a carousel.

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Class 3	<b>Transition and safety:</b> organisation; transitions; personal safety; online life; managing risk; friendship; bullying; bystanders.	<b>Building relationships:</b> friendship challenges; similarities, differences, peer influence; media and body image; healthy and unhealthy relationships; managing conflict; consent.	<b>Diversity:</b> identity; diversity; stereotypes; protected characteristics; cyberbullying; upstanding.	<b>Health &amp; puberty:</b> puberty; menstrual wellbeing; feelings; healthy coping strategies; healthy living; vaping.	<b>Developing skills:</b> independent learning; active listening; spending and budgeting; getting a job; inflation; critical consumption.	<b>Careers:</b> dream jobs; what is a career?; entrepreneurship; work-life balance; the future.
Class 2	<b>The Digital world:</b> online life; digital tattoo; online reputation; the Online Safety Act; influence; the algorithm; click and pay; gaming; social media; online spending.	<b>Belonging &amp; Community:</b> identity and community; bias and stereotypes; discrimination; values; diversity; preventing gender-based violence.	<b>Identity &amp; Relationships:</b> healthy relationships; sexualised media; safer online relationships; sexual harassment; image-sharing; consent.	<b>Wellbeing:</b> managing emotions; managing reactions; developing positive thinking patterns; managing rumination and worry; managing tension and stress.	<b>Drugs, alcohol and tobacco:</b> study skills, stress and revision; understanding drugs; tobacco and nicotine; alcohol and risk; food for thought.	<b>Careers &amp; finance:</b> money – how to open a bank account, save, and manage debt; what are my interests; CVs; challenges and rewards of work; creating the life you want.
Class 1	<b>Health &amp; Wellbeing:</b> being active; sleep; dental health; normal eating; menstrual wellbeing; vaping.	<b>Careers:</b> targets; what comes after school?; choosing what to study at KS4; taking control of your career; managing your money; the labour market.	<b>Respectful relationships:</b> self-esteem; changing relationships; family roles; conflict; managing change, loss, and grief; managing the ending of friendships.	<b>Intimate relationships:</b> choices around sex; sex and the law; healthy relationships; contraception and STIs; feelings about sharing nudes; consent; deepfakes; FGM, virginity testing, and hymenoplasty.	<b>Influence &amp; risk:</b> exploring attitudes; the law and managing risk; alcohol and cannabis; managing influence; coercive friendships; serious and organised crime; misogyny - harms and misconceptions; misogyny - responding to it.	<b>Wellbeing for life:</b> managing strong emotions; managing distractions; managing disappointments; unhealthy and healthy coping strategies.
1 Junior	<b>New Challenges:</b> learning skills; food for thought; physical activity; sleep.	<b>Belonging &amp; community:</b> friendship and bullying; equality and discrimination; valuing ourselves and valuing diversity; understanding and preventing extremism; gangs; misogynistic attitudes; safely challenging misogynistic beliefs; belonging to ourselves.	<b>Exploring influence:</b> influence, pressure and the teenage brain; social media and money; social media and trust; drugs; online financial harms.	<b>Healthy relationships:</b> relating to others; sexual relationships; communication; consent; pornography; pleasure; pressure, persuasion, and coercion; forced marriage; relationship rights and responsibilities.	<b>Healthy relationships:</b> sexual health and contraception; deepfakes; nudes; AI.	<b>Careers:</b> exploring employer profiles; what career is best for me; work experience; wellbeing in the workplace.
11 Junior*	<b>Wellbeing for life:</b> mental health and wellbeing throughout life; managing distractions; changing thinking habits; seeking help and support; managing stress and tension; menstrual wellbeing; study skills, motivation, and time management.	<b>Careers:</b> post-16 choices; apprenticeships vs higher education.	<b>Safe relationships &amp; sexual health:</b> healthy and unhealthy relationships; power and control; setting boundaries and getting help; relationship behaviours; choices around sex and contraception; sexual health.	<b>Families, fertility &amp; pregnancy:</b> long term relationships; parenting; fertility and routes to parenthood; pregnancy outcomes and choices; managing change, loss and grief.	<b>Financial literacy:</b> take home pay; budgeting, savings; investing; insurance.	<b>Study Leave</b>
1 Senior	<b>Transition to A-level study</b> Adapting to A-level study including study skills, greater independence, and skills development.	<b>Mental and physical health, well-being and safety (two-year programme)</b> Understanding and taking responsibility for mental and physical health and well-being including healthy eating and exercise, emotions, lifestyle balance, screening, mental ill health, and risks and consequences of gambling, drugs and alcohol.	<b>Life Skills and Money</b> Self Defence, Learning to Drive, Road and Pedestrian Safety, Financial Literacy.	<b>Relationships and sex education (two-year programme)</b> Gender and sexuality, abusive relationships and harassment, assertive communication and consent, equality, sexual health, reproductive rights, sexual well-being, menopause, and the influence of pornography	<b>Health and wellbeing</b> Developing self-care and coping with exams and stress, food and mood, developing skills and goal setting for the future.	<b>Planning ahead</b> UCAS workshops, Personal reflection and understanding personal strengths and weaknesses
11 Senior	<b>Life beyond school</b> UCAS, interview skills and employability				<b>Developing independence</b> Revision planning, study leave, exam wellbeing and end of school transitions	<b>Study Leave</b>
K	Health & wellbeing	Relationships & sex education	Living in the wider world	*Content taught to 11J will not necessarily follow the order above, as pupils will be taught in a carousel format.		

## Policy information

<b>Policy Title</b>	Relationships and sex education Policy
<b>Version</b>	v. Approved
<b>School</b>	Queen's College London
<b>Category</b>	Curriculum, Teaching & Learning
<b>Statutory policy</b>	Yes
<b>Policy owner 1</b>	DSL
<b>Policy owner 2</b>	Head of PSHE
<b>Approval</b>	EPC
<b>Submission to Council</b>	Required
<b>Publish on website</b>	Required
<b>Date of last review</b>	Summer 2026
<b>Approved by SLT</b>	Approved
<b>Staff notified</b>	In progress
<b>Review date</b>	Summer 2027