



QUEENS' SCHOOL

Dare to be Great

Relationships and Sex Education Policy

1. Introduction

Queens' School recognises the importance of preparing young people for life in 21st century Britain, and that the development of the whole pupil- educational, social, emotional and physical- is an essential part of this. This entails a commitment to a programme of learning designed to complement and extend pupils' academic studies, while also helping them to grow into healthy, aware, responsible and considerate young adults. Relationships and Sex Education (hereafter RSE) aims to enable pupils to safely navigate a world which is changing rapidly, and which increasingly includes participation in online spaces.

We place great importance on a curriculum which has been designed to enable young people to make responsible, healthy, kind and well- informed decisions about their lives while respecting the different choices and needs of others. RSE at Queens' School aims to provide pupils with balanced, objective facts about relationships, emotions, sexuality, and sexual health. As with our whole curriculum, RSE underpins and fosters our school's STAR values:

- **Scholarship:** Queens' students will learn about the laws and ethical issues surrounding relationships and sex, developing an awareness of sexual health and healthy relationships, and create connections between the detail and ramifications of British law and their own and others' real lived experiences. They will also be able to justify and probe beliefs and attitudes to social issues
- **Tenacity:** Queens' students will learn to think about, discuss and communicate sensitive issues maturely and thoughtfully, being mature and resilient when uncomfortable topics are discussed and taught. They will recognise how to withstand the pressure and dangers associated with exploitation, and will consistently behave kindly towards others.
- **Altruism:** Queens' students will learn how to keep themselves and others safe to look after their own and others' wellbeing, and how to identify the signs of unhealthy behaviours and relationships. They will learn recognising the role the play in both the The Queens' and wider community, practising active kindness, and will understand how to challenge inequality and discrimination.
- **Respect:** Queens' students will show respect for the choices and decisions of others, and understand how their own actions can impact others, both positively and negatively. They will learn how to keep themselves physically healthy. They will understand and appreciate the key British values of democracy,

respect for the rule of law, tolerance and liberty, and how to articulate, debate and question diverse opinions in a mature manner

2. Statutory Context, Definitions and Parameters

As a government-maintained secondary academy, we are required to provide RSE which fulfils the Department for Education's most recent statutory guidance, available at the following link: [Relationship Education, Relationships and Sex Education \(RSE\) and Health Education Statutory Guidance](#). This is statutory as of September 2026. This document outlines the knowledge and content which must be delivered to all pupils at all stages of education, including that which is new in light of this latest, updated version of the guidance. Due regard has also been given to the following statutory and non-statutory guidelines and legislation:

- [Education Act \(1996\)](#)
- [Learning and Skills Act \(2000\)](#)
- [Education and Inspections Act \(2006\)](#)
- [Equality Act \(2010\)](#)
- [Supplementary Guidance SRE for the 21st century \(2014\)](#)
- [The National Curriculum for England and Wales](#)
- [British Values](#)
- [Keeping children safe in education – Statutory safeguarding guidance \(2026\)](#)
- [Children and Social Work Act \(2017\)](#)

As such, our RSE curriculum is designed to provide our pupils with the information they need to help them develop healthy conduct and nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

In line with these legal duties and our commitment to British Values education, RSE is 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, nuclear families, extended families, 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).

A list of specific topics covered in our taught RSE curriculum for each year group can be found in Appendix 1 of this document. These topics will be explored with reference to and in the context of: the Equality Act 2010, real

life and historical examples and situations, moral and ethical issues and relevant legal frameworks. RSE aims to enable Queens' pupils to safely navigate a world which is changing rapidly, and which increasingly includes participation in online spaces.

This policy was developed following consultation with stakeholders including pupils, staff, parents and governors. Parents were invited to participate in an online curriculum survey which included a range of questions relating to RSE. They were also invited to make direct contact in order to share views in more detail.

In summary:

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 **is** about understanding and enacting the fundamental British values of tolerance and respect in sexual behaviour and relationships.

RSE **is** a combination of sharing information, and exploring issues and values.

RSE **is not** about the promotion of sexual activity or identities.

The rest of this policy outlines the organisation and coordination of the planned and taught RSE curriculum at Queens' School. It cannot attempt to detail the issues relating to RSE which may emerge unplanned through students' contributions to other lessons within Lifelong Learning or other subjects, although the principles outlined here should govern teachers' responses to any such unplanned questions or comments. This policy also does not prescribe the individual pastoral guidance that may take place if a safeguarding or pastoral concern regarding sexual or relationships behaviour is raised by a member of the school community, in which case the response will be in line with the directives of [Keeping Children Safe in Education](#) and our [Safeguarding policy](#).

3. Delivery of the RSE curriculum

RSE will be predominantly delivered through our Lifelong Learning (LLL) curriculum, which is delivered in two forms: mainly via a once weekly, hour-long lesson taught on a rotation timetable by form-tutors and specialist staff, and also in discrete, bi-weekly Lifelong Learning lessons in the timetable for Years 7, 8, 12 and 13. Although subject to change, this ensure every year group will receive at least one lesson of Lifelong Learning per week. The content of these lessons will sometimes have an explicit RSE focus (e.g. Consent, Sexting). When lessons are overtly RSE, the lesson is delivered by highly experienced or specialist staff, such as a member of the school leadership team (SLT), Head of LLL, or a year group's Director of Learning. At other times the RSE content may be more implicit (Country Lines). RSE is not about the promotion of behaviours, sexual activities or identities. Many of the LLL lessons in our curriculum are informed by a consideration of RSE, or overtly teach statutory aspects RSE outlined in the DFE statutory guidance, as set out in the following examples:

Lifelong Learning topic	RSE theme
<i>Implicit RSE:</i> - County Lines <i>Overt RSE:</i> - Consent	- Toxic relationships (R*) - Coercive control (R*) - Safeguarding (R*) - Sexual consent and the law (R* & S*) - Sex and intimacy (R* & S*) - Healthy relationships (R*) *=Relationships, Sex

In addition to timetabled lessons, planned RSE provision will occur within:

- a programme of Year and House assemblies, which from time to time will focus on a topic relevant to the RSE curriculum (for example when marking particular national and international awareness weeks)
- a programme of form time activities, designed to complement and reflect on assemblies
- weekly form time discussions, which may link to assemblies, awareness weeks or current affairs

The content of Lifelong Learning lessons, assemblies and form time activities will be managed and quality controlled by key post holders, including in the first instance the Head of Lifelong Learning, and beyond this the Senior Leadership Team and the Headteacher.

Across Year 7-9, pupils will learn about the following 5 Lifelong Learning themes and their associated topics:

- Health & Well-Being: Physical (e.g. Healthy Eating, Alcohol, Vaping, Smoking, Drugs, Addiction, Sleep); Mental (Anxiety, Mental Illness, Resilience)
- Relationships & Sex: (e.g. consent, healthy relationships, sexting, representations of sex in media, pornography, intimacy, harassment)
- Empathy and Ethics: e.g. kindness and harm, Core Religious Studies, British Values, prejudice and discrimination, anti-bullying, service leadership
- Ambition & Aspiration: e.g. study and revision skills, Careers and Higher Education Guidance, target-setting, concentration
- Life in Modern Britain: e.g. county lines, gangs, radicalisation, extremism, finance for life, political literacy and citizenship

Lessons which contain education related to sex and intimacy

The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, has made Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. At Queens', our LLL Curriculum covers the content required by these statutory duties and provides our students with high quality, age appropriate RSE. An overview of our lessons which contain such education related to sex and intimacy can be found below. Please note that this education is only taught by specialist or senior staff, and the purpose of these lessons is to teach our students about safeguarding themselves and others within our school, wider community, and life in modern British society.

Year 7: Introduction to consent, inappropriate content online

Year 8: Consent, Sexting, Sexual Harassment, inappropriate content online

Year 9: Consent, Contraception, STIs, Sexual Harassment,

Year 10: Consent, Pornography, Sexual Harassment, Contraception

Year 11: Consent, Pornography, Sexual Harassment, Healthy sexual relationships, Contraception

Year 12: Consent, Pornography, Rape, Coercive control, Healthy sexual relationships, Contraception

Year 13: Consent, Pornography, Rape, Coercive control, Healthy sexual relationships, Contraception

Please note further topics may be added to the above list at later points in the development of the curriculum, and the above list immediately updated. If you would like to discuss any of the content of the PSHE and RSE Curriculum please do not hesitate to contact the school. All educational content related to sex and intimacy is created and sourced by specialist and senior staff, at times in conjunction with highly accredited specialist charitable or educational-content providers. If you are considering withdrawing your child from statutory sex education at Queens' and thus need to consult with us, copies of the year-specific lesson content can be provided. See Point 8 and Appendix 2 for further guidance.

4. Roles and Responsibilities

RSE at Queens' School is coordinated by the Head of LLL and overseen by a designated member of SLT. The postholder will have responsibility for preparing and distributing resources to individual teachers. These resources will be quality assured for accuracy, balance and fairness. Resources will be updated at least bi-annually.

Teachers of the subject will come from a wide range of specialist backgrounds. All teachers will be required to ensure that the principles of objectivity, fairness, rule of law and equality are upheld; this is an integral and fundamental responsibility of any teacher, regardless of their specialism, background or moral or religious beliefs.

Staff will be trained to deliver Lifelong Learning, including RSE, as part of their induction to Queens' School, and delivery is guided and mentored by the Head of LLL.

From time to time, external agencies will be invited to deliver specific aspects of RSE content. This may involve team teaching, delivering a single lesson or being present over a series of lessons. All external agencies will be subject to rigorous checks and quality assurances.

Queens' School will take all appropriate measures to ensure that any external speakers deliver lessons or activities which are balanced, fair, accurate and uphold all relevant legal frameworks.

5. Student Engagement and Participation

RSE at Queens' forms an important component of how students' personal development and character education. Pupils will be encouraged to participate in a range of activities including discussion, debate, written work, project work and small group exercises.

The usual school rules and expectations around behaviour will apply in all LLL/RSE lessons. There is the additional requirement that pupils be sensitive to the lives, situations and views of others in RSE lessons. While it is appreciated that pupils cannot be aware of every aspect of the life experiences of their peers, it is expected that pupils will be respectful of others and treat any disclosure with the kindness and maturity we expect to be displayed at all times. The first lesson of each year will lay out ground rules and expectations for respectful discussion of sensitive topics, and pupils will be encouraged to be mindful of these throughout the year.

6. Monitoring and Evaluation

All pupils will receive an attitude to learning score for their LLL lessons, which will include RSE. These will be applied by the same standard as they are in any other comparable classroom based lesson.

Formal assessment will not always be appropriate, and many lessons aim to raise awareness about or introduce new perspectives on issues. Understanding of key terminology and relevant laws is potentially subject to assessment (such as knowledge or definition tests) but will not be reported upon or form the basis of any qualification. Students will be internally assessed periodically to check their understanding of key RSE concepts, such as the laws consent, and discretionary intervention may take place if said assessment should show an unsafe understanding of knowledge, rights and responsibilities related to RSE.

The Head of Lifelong Learning will be responsible for ensuring the day-to-day delivery of lessons is being carried out appropriately and that evidence of content delivery is present in the form of work in exercise books.

Periodically, pupils may be asked to participate in surveys or interviews to assist in the development of the RSE curriculum and relevant policies.

7. Reporting and feedback

Engagement, participation and behaviour will be reported via Attitude to Learning (A2L) scores according to each year group's assessment and reporting schedule. Students will also have knowledge assessments at the conclusion of modules of key-learning topics, to assess and evaluate their understanding of statutory RSE safeguarding and legal knowledge.

8. Withdrawal from Sex Education

In accordance with Department for Education guidelines, [\(p17 of statutory guidance\)](#) parents have the right to withdraw their children from the non-statutory/non-science components of sex education only 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. Parents are not legally able to withdraw their child from Relationships or Health Education.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher. We will require clear information from parents on which specific Lifelong Learning lessons involving a taught aspect of sex (not relationships) education they wish their child to be withdrawn from and information as to how they intend to ensure that the content and knowledge of those individual lesson(s) will be delivered at home.

A copy of withdrawal requests will be placed in the pupil's educational file. It will be considered to last for the duration of the academic year in which it is requested and will need to be requested again in subsequent years. The Head of Lifelong Learning will discuss the request with parents; further discussion with members of the SLT or Headteacher may be required.

Parents wishing to withdraw their child from sex education components should be aware that aspects of RSE may arise elsewhere on the statutory curriculum, for example in GCSE set texts in English Literature and in Religious Studies.

9. Linked Policies

- Teaching and Learning Policy
- Child Protection Policy
- CEIAG Policy

SLT: Mr Foxall

Committee: C&S

Trustee Reviewed: September 2026

Review date: September 2029

Queens' School (Bushey) Ltd (Registered Number: 076506090)

Appendix 1.

Lifelong Learning (LLL) STAR Curriculum

Scholarship:	Pupils will consolidate and develop knowledge of: Health and Safety and how to apply that into each D&T setting/workshop. Materials, their properties and where they come from. The Design process from design brief to production.	Pupils will attain scholarship by: retaining and recalling information about materials and their properties and origins, mechanisms and levers explaining how to work safely in different D&T environment using a range of tools and equipment developing dexterity when using tools & equipment awareness of the history of design and influence upon culture connecting views of others to their design ideas creating a variety of original products in a range of materials and styles	Pupils will attain scholarship by: retaining and recalling information about process and equipment explaining the function of a given material/ingredient using primary research to inform ideas developing accurate measuring skills awareness and appreciating the designs of others and the impacts and influences connecting sequencing and the step required creating a variety of original products in a range of materials and styles	Pupils will attain scholarship by: retaining and recalling information about sustainability and our responsibility on the impact on the environment explaining why they have selected a specific tool or process using their growing understanding of materials and equipment to strengthen their confidence and produce their own products developing their understanding of their role regarding their own consumer choices awareness of the 6rs and the designer's responsibility to incorporate this in their work/menu connecting outcomes to healthy lifestyles and consumer choices creating original products in a range of materials and styles
Tenacity:		Pupils will learn to be <i>tenacious</i> through: > using unfamiliar and challenging tools and equipment > being determined to learn from and correct mistakes; > become a "subject expert" in specific lessons and demonstrating skills to other students > completing an in-depth extended design and make project	Pupils will learn to be <i>tenacious</i> through: > using unfamiliar and advanced tools and equipment > Being consistently reflective in their learning, by way of practical knowledge audits or intro/exit tickets > learning new practical techniques and developing a growth mindset to persevere in honing their skills > completing in-depth extended design projects independently	Pupils will learn to be <i>tenacious</i> through: > undertaking managed risks by selecting and using complex equipment and creating innovative outcomes > independently exploring the iterative design processes through experimenting with a range of sampling and modelling > completing sustained design projects and evaluations.
Altruism:		Pupils will learn to be <i>altruistic</i> through: > cleaning and tidying as a team throughout the lesson to make sure their environment is orderly for them to work in > learning to work with a variety of other people through peer	Pupils will learn to be <i>altruistic</i> through: > the physical experience of the outdoor classroom-learning about the environmental issues and exploring their empathy towards social and ecological issues	Pupils will learn to be <i>altruistic</i> through: > sharing knowledge and skills by testing and evaluating, supporting each other's work to the best of their ability > established routines are embedded so students now start to

		on peer support in their safe application of practical work	> sharing their findings, ingredients and resources with their peers	help each other and go the extra mile to ensure the classroom environment is left in a safe and clean manner
Respect:		Pupils will learn to be respectful through: > valuing others' ideas and opinions and creations during class discussions > understanding the importance of using the workshops, tools and equipment responsibly > understanding the influence of diverse backgrounds on design	Pupils will learn to be respectful through: > appreciation of a range of abilities when peer marking and reviewing > understanding the importance of using the workshops, tools and equipment with care and maturity	Pupils will learn to be respectful through: > being receptive to having your work critiqued and taking on board the comments made > being respectful through listening to others and allowing teachers / peers / subject experts to discuss, demonstrate, ask and answer questions > understanding the influence of diverse cultures on cuisine > using the workshops, tools and most advanced equipment with care and maturity

		Year 7	Year 8	Year 9
Queens' 5 LLL themes		Across Year 7-9, pupils will learn about the following 5 Lifelong Learning themes and their associated topics: Health & Well-Being: Physical (e.g. Healthy Eating, Alcohol, Vaping, Smoking, Drugs, Addiction, Sleep); Mental (Anxiety, Mental Illness, Resilience) Relationships & Sex: (e.g. consent, healthy relationships, sexting, representations of sex in media, pornography, intimacy, harassment) Empathy and Ethics: e.g. kindness and harm, Core Religious Studies, British Values, prejudice and discrimination, anti-bullying, service leadership Ambition & Aspiration: e.g. study and revision skills, Careers and Higher Education Guidance, target-setting, concentration Life in Modern Britain: e.g. county lines, gangs, radicalisation, extremism, finance for life, political literacy and citizenship Year 7 and Year 8 have one taught lesson per fortnight in addition to the rotating form period. These overarching themes will be rotated round the different classes and year groups in the following way:		
Learning sequence	Term 1	Life in Modern Britain (with form tutor) Health & Well-Being (with form tutor) Ethics & Empathy: British Values (with teacher) Ambition & Aspiration: Careers & Unifrog (with teacher)	Relationships & Sex (form tutor and specialist teaching) Health & Well-Being (with form tutor) Ambition & Aspiration: Futures & Careers (with teacher) Ethics & Empathy: British Values (with teacher)	Health & Well-Being: healthy lifestyle, body image, the law and dangers of alcohol, smoking/vaping and drugs, social media influence, introduction to mental health Relationships & Sex: Puberty, emotional changes, healthy relationships, introduction to consent and contraception, sexual content online
	Term 2	Relationships & Sex (form tutor and specialist teaching)	Health & Well-being (form tutor)	Ambition & Aspiration: GCSE options, Careers, Futures Ethics & Empathy: Fundamental British Values

		Ethics and Empathy (with teacher) Life in Modern Britain (with teacher)	Ethics & Empathy (form tutor) Ethics & Empathy (teacher) Life in Modern Britain (with teacher)	
	Term 3	Health & Well Being (with form tutor) Life in Modern Britain (with teacher) Ambition & Aspiration: study skills (with teacher)	Health & Well Being (with form tutor) Ethics & Empathy (with form tutor) Life in Modern Britain (with teacher) Ambition & Aspiration: study and revision skills (with teacher)	Life in Modern Britain Ambition & Aspiration: study skills and transition to GCSE study
Scholarship:		Pupils will attain <i>scholarship</i> by: - recapping and recalling terms and concepts to do with living in modern Britain: politics, finance etc - understanding the core principles of the six major world faiths and their role in British society (KS4) - to create connections between the detail and ramifications of British law and their own real lived experiences - to be able to justify and probe beliefs and attitudes to social issues - to apply knowledge about the 5 key themes to unfamiliar scenarios - developing an awareness of sexual health and healthy relationships		
Tenacity:		Pupils will learn to be <i>tenacious</i> by: - being mature and resilient when uncomfortable topics are discussed and taught - understanding the importance of resilience and how to use strategies to overcome challenge and failure - practising study and revision skills - developing aspiration through use of information platforms related to Careers and Higher Education (and work experience KS4) - to recognise how to withstand the pressure and dangers associated with exploitation		
Altruism:		Pupils will learn to be <i>altruistic</i> by: - recognising the role they play in both the The Queens' and wider community and how they can contribute to them - learning how to keep themselves and others safe - understanding how to challenge inequality and discrimination - practising active kindness towards others in the school and wider community		
Respect:		Pupils will learn to be <i>respectful</i> by: - understanding and appreciating the key British values of democracy, respect for the rule of law, tolerance and liberty - learning how to keep themselves physically healthy - appreciating the role of Queens' conduct routines and expectations - learning how to articulate, debate and question diverse opinions in a mature manner		

Lifelong Learning			
		Year 10	Year 11
Queens' 5 LLL themes:		Across Year 10-11, pupils will learn about the following 5 Lifelong Learning themes and their associated topics: Health & Well-Being: Physical (e.g. Healthy Eating, Alcohol, Vaping, Smoking, Drugs, Addiction, Sleep); Mental (Anxiety, Mental Illness, Resilience) Relationships & Sex: (e.g. consent, healthy relationships, sexting, representations of sex in media, pornography, intimacy, harassment) Empathy and Ethics: e.g. kindness and harm, Core Religious Studies, British Values, prejudice and discrimination, anti-bullying, service leadership Ambition & Aspiration: e.g. study and revision skills, Careers and Higher Education Guidance, target-setting, concentration Life in Modern Britain: e.g. county lines, gangs, radicalisation, extremism, finance for life, political literacy and citizenship Both year groups have 1 hour/ week taught by the form tutor or specialist teacher which rotates through different periods each week. In addition, in 2023-24, Year 11 have one taught period/fortnight. In addition, assemblies and visiting speakers will be used to supplement these lessons. These overarching themes will be rotated round the different classes and year groups in the following way:	
Learning sequence	Term 1	Relationships & Sex (form tutor and specialist teachers) Health & Well-Being (form tutor) Core RS (specialist teachers)	Health & Well-Being including exam anxiety (form tutor) Ambition & Aspiration including revision skills and options (form tutors) Ethics & Empathy: Core RS (specialist teachers)
	Term 2	Ethics & Empathy including British Values (form tutor) Ethics & Empathy: Core RS (specialist teachers) Ambition & Aspiration including revision skills (form tutor) Y10 exams	Ambition & Aspiration including options and futures (form tutors) Relationships & Sex (form tutors and specialist teachers) Ethics & Empathy: Core RS (specialist teachers) Life in Modern Britain including preparing to move on from KS4 (form tutors)
	Term 3	Life in Modern Britain (form tutor) Relationships & Sex (form tutor and specialist teachers) Ethics & Empathy: Core RS (specialist teachers) Ambition & Aspiration including preparation and completion of work experience (form tutors)	Ambition & Aspiration: GCSE revision GCSE exams

Lifelong Learning			
		Year 12	Year 13
Queens' 5 LLL themes:		Across Year 12-13, pupils will learn about the following 5 Lifelong Learning themes and their associated topics: Health & Well-Being: Physical (e.g. Alcohol, Vaping, Smoking, Drugs, Addiction, Sleep, attending festivals and raves, night-life culture, alcohol and responsibility); Mental (Anxiety, Mental Illness, Resilience, body image) Relationships & Sex: (e.g. consent, rape, healthy relationships, representations of sex in media, pornography, intimacy, harassment, coercive control, revenge pornography) Empathy and Ethics: e.g. kindness and harm, Core Religious Studies, British Values, prejudice and discrimination, anti-bullying, service leadership, abortion Ambition & Aspiration: e.g. study and revision skills, Careers and Higher Education Guidance, target-setting, UCAS, Life in Modern Britain: e.g. citizenship, human rights, women's rights, British values – Democracy, Justice, Rule of Law, financial education, Both year groups have 1 hour/ week taught by the form tutor or specialist teacher which rotates through different periods each week. In addition, Year 12-13 have one taught period per fortnight, and assemblies and visiting speakers will be used to supplement these lessons. These overarching themes will be rotated round the different classes and year groups in the following way:	
Learning sequence	Term 1	Relationships & Sex (specialist teachers - rotation)	Relationships & Sex (specialist teachers - rotation)
		Life in Modern Britain (specialist teachers – rotation + form-tutor)	Life in Modern Britain (specialist teachers – rotation + form-tutor)
		Health & Well-Being (form tutor)	Health & Well-Being (form tutor)
		Empathy and Ethics (form tutor)	Empathy and Ethics (form tutor)
		Ambition & Aspiration (form tutor)	Ambition & Aspiration (form tutor + sixth form leadership [UCAS])
	Term 2	Relationships & Sex (specialist teachers - rotation)	A-level trial exams
		Life in Modern Britain (specialist teachers – rotation + form-tutor)	Relationships & Sex (specialist teachers - rotation)
		Health & Well-Being (form tutor)	Life in Modern Britain (specialist teachers – rotation + form-tutor)
		Empathy and Ethics (form tutor)	Health & Well-Being (form tutor)
	Term 3	Relationships & Sex (specialist teachers - rotation)	Empathy and Ethics (form tutor)
		Life in Modern Britain (specialist teachers – rotation + form-tutor)	Ambition & Aspiration: A-level revision
		Health & Well-Being (form tutor)	A-level Exams
		Empathy and Ethics (form tutor)	
		Ambition & Aspiration, including preparation and completion of work experience (form tutors)	



QUEENS' SCHOOL

Dare to be Great

Parental Request to Withdraw a Child from Sex Education

Name of Pupil:	Form:
Which individual Lifelong Learning lesson(s) involving taught sex education are you requesting your child be withdrawn from? (Use the list of lessons which have 'Right of Withdrawal' listed as 'yes' in Appendix 1. Please note that you may not legally withdraw your child from Relationships or Health education)	
Please provide us with information as to why you would like to withdraw your child from these individual lessons:	
Please provide us with information regarding how you will deliver the content and knowledge of the lessons by other means:	
Parental signature:	Date:
Please note that following submission of this form, you will be contacted by the Head of Lifelong Learning to discuss your request. Please detail here an email address and telephone number which you are happy to have used for this reason	

'Right to withdraw' is not applicable beyond three terms before the child's 16th birthday. Thus, a child born in September will have the right to decide *for his/herself* to attend all lessons from the beginning of year 10. A child turning 15 in June will *gain the right to decide for his/herself* from the beginning of the summer term of year 10.



QUEENS' SCHOOL

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Equality and Diversity Impact Assessment

Aim and Objectives

Queens' School is committed to promoting fairness in opportunity. We therefore conduct Equality and Diversity Impact Assessments on policies to understand their potential effects on different groups of people.

Policy Assessment

	Positive Impact	Negative Impact	No Impact	Findings
Race			✓	
Religion and/or belief	✓			Against some religions or beliefs
Sex (Gender)			✓	
Gender Identity			✓	
Disability			✓	
Age			✓	
Sexual orientation			✓	
Marriage and/or civil partnership			✓	
Pregnancy and/or maternity (including surrogacy and adoption)			✓	
Other identified group (e.g. carers)			✓	

Action Planning		
How do you intend to mitigate or eliminate any negative impact identified?	If a positive impact is identified, how do you intend to promote or develop this opportunity?	Where negative impact has been identified, can it be justified? If so, explain how.
	Right to withdraw	

Monitor and Review
The policy will be monitored through feedback from stakeholders