

Any questions or comments you have for this evening (these will be answered by the presentation or e-mailed out to parents afterwards):

RSHE Parent/Carer Information
Evening Feedback 26-27



Relationships, Sex and Health Education (RSHE) at QMGS

- 🌐 **Ms Morgan** – Head of Personal, Social and Health Education (PSHE) | Teacher of PSHE, Sociology, English and History | Head of Year 11
- 🌐 **Mr Collins** – Assistant Headteacher for Safeguarding and Wellbeing | Designated Safeguarding Lead | Teacher of Geography



k.morgan@qmgs.merciantrust.org.uk

Vision of the PSHEE Department



The PSHEE curriculum at Queen Mary's Grammar School has a long-term view and aims to thoroughly equip our pupils for life in the modern world. As a department, we wish to create citizens of the world who are **international in outlook**, critical thinkers who are **academic in purpose**, active members of society who contribute meaningfully to its betterment by being **generous in approach** and successful, interesting and interested adults who are **enterprising in spirit**. Our work is underpinned by the school's motto of ***quas dederis solas semper habebis opes*** – it is what you give you shall keep as eternal riches.

Whether our pupils leave us at the end of Year 11 or Year 13, we hope to have helped produce a confident young person who feels empowered to make their own life decisions from an informed perspective.

The Case for Quality RSE





The Case for Quality RSE

The benefits of sex education (based on 87 studies)

Most parents would celebrate the benefits of sex education, including:

- **Waiting longer before having sex for the first time.** There is absolutely no evidence that sex education encourages young people to have sex earlier. In fact, sex education makes it more likely that first sex will happen later, when a young person feels ready. And – most importantly – first sex is more likely to be consensual, meaning it's wanted and agreed to.

And where young people *are* engaging in sexual activity then:

- **Sex is less frequent**
- **They have fewer partners**
- **Safer sex with condoms is more likely**
- **There are fewer pregnancies**
- **There are fewer sexually transmitted infections (STIs)**
- **Young people are less likely to engage in risky behaviour, such as sex when using alcohol or drugs**
- **There is less “non-volitional” sex, meaning that sexual activity is less likely to be unwanted and non-consensual**

The Case for Quality RSE



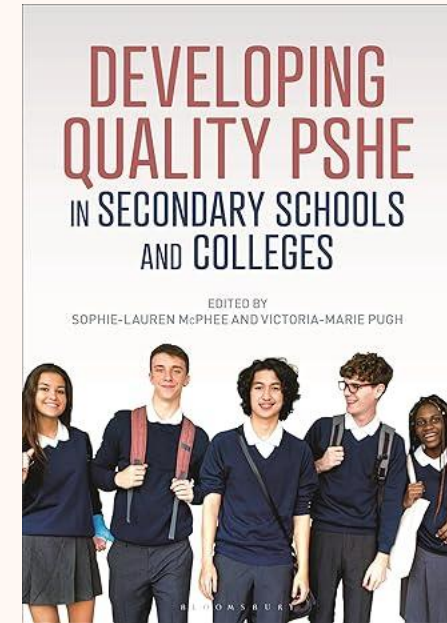
	Developing countries (N=29)	United States (N=47)	Other developed countries (N=11)	All countries (N=87)	
Initiation of Sex					
Delayed initiation	6	15	2	23	37%
Had no significant impact	16	17	7	40	63%
Hastened initiation	0	0	0	0	0%
Frequency of Sex					
Decreased frequency	4	6	0	10	31%
Had no significant impact	5	15	1	21	66%
Increased frequency	0	0	1	1	3%
Number of Sexual Partners					
Decreased number	5	11	0	16	44%
Had no significant impact	8	12	0	20	56%
Increased number	0	0	0	0	0%
Use of Condoms					
Increased use	7	14	2	23	40%
Had no significant impact	14	17	4	35	60%
Decreased use	0	0	0	0	0%
Use of contraception					
Increased use	1	4	1	6	40%
Had no significant impact	3	4	1	8	53%
Decreased use	0	1	0	1	7%
Sexual Risk-Taking					
Reduced risk	1	15	0	16	53%
Had no significant impact	3	9	1	13	43%
Increased risk	1	0	0	1	3%

Source: [UNESCO – International technical guidance on sexuality education, revised edition](#)

How is RSE planned and delivered?



- The medium-term plan for RSE is created by Ms Morgan. Teachers then have professional autonomy to teach the lesson how they see fit, ensuring the same learning outcomes are met.
- We use a wide range of reputable resources to assist us in the delivery of our lessons and are members of professional bodies including the PSHE Association, the Association for Citizenship Teaching and the Chartered College of Teaching.
- The department benefits from the expertise of PSHE specialists who teach PSHE as their main subject.





NEW RSHE GUIDANCE: WHAT PARENTS NEED TO KNOW

<https://educationhub.blog.gov.uk/2025/07/new-rshe-guidance-what-parents-need-to-know/>

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

RSE as Safeguarding



Why has the guidance been updated?

New research shows just how widespread exposure to misogyny or harmful online content has become. When asked about just the past week, over a third of pupils aged 11-19 had heard comments that made them worry about girls' safety, and more than half witnessed comments they would describe as misogynistic.

Research also found that over one in five girls aged 7 to 10 had seen inappropriate images online, with the **average age for exposure to pornography being 13**.

Schools need the right tools to help children understand these challenges and develop healthy attitudes to relationships from an early age.

From <https://educationhub.blog.gov.uk/2025/07/new-rshe-guidance-what-parents-need-to-know/>

RSE as Safeguarding

“I’m not in a good place right now. I don’t want to bother others with my problems, so I use ChatGPT to vent and talk about my feelings. I get some validation but, in the end, I still feel lonely.”

Young Person, 17, Childline Snapshot

“I was talking to this girl on Snapchat who I thought was my age, then she said she was actually much older and got angry I didn’t want to speak to her anymore. She made fake sexual pictures of me and demanded I send her £200, or she’ll send it to my friends. I’ve reported and blocked the account, but don’t know how to be sure they won’t send the pictures.”

Boy, 16, Childline Snapshot

“A group of boys at school used deepfake to make a video of me saying I’m gay. They’ve made fake chat screenshots of me saying I want to do sexual things to them as well. I have questioned my sexuality but haven’t come out to anyone, that doesn’t stop the bullies though. I want to tell a teacher but it’s my word against all these other boys.”

Boy, 14, Childline Snapshot

“Can I ask questions about ChatGPT? Like how accurate is it? I was having a conversation with it and asking questions, and it told me I might have anxiety or depression. It’s made me start thinking that I might?”

Girl, 12, Childline Snapshot

RSE as Safeguarding



Children in the modern world face many dangers. Effective relationships and sex education helps to safeguard your child.

A central part of relationships, sex and health education (RSHE) is helping children develop skills to stay safe, online and offline.

Sex education lessons at Queen Mary's Grammar School are evidence-based and informative in nature. Our goal, as set out in the department vision, is that our pupils feel empowered to make their own life decisions from an informed perspective. Making decisions that keep themselves physically and emotionally safe is an important part of this.

The department meets regularly with the safeguarding and welfare teams as well as the pastoral team to share information and put lessons in place to support with issues where necessary.



Request to Withdraw

- As parents/carers, you have the right to request that your child is withdrawn from sex education only. You may not request to withdraw your child from relationships or health education. You also may not request to withdraw your child from any topics taught as part of the science curriculum.
- Pupils are not able to request to withdraw.
- Pupils may choose to opt back in to sex education from three terms before they turn 16. For example, if a pupil turns 16 during the Autumn Term, the pupil can opt back into sex education at any time after the start of the previous Autumn Term.
- Before any request to withdraw your child from sex education can be granted, you must arrange and attend a meeting with Ms Morgan as Head of Department and/or Mr Collins as Assistant Headteacher, at which we will discuss your reasons for wanting to withdraw your child from this aspect of their education.



How is RSE inclusive?

- We are guided by the protected characteristics set out in the 2010 Equality Act.
- These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- RSE is taught with reference to and respect for all of the protected characteristics, acknowledging and celebrating our pupils' different backgrounds, beliefs, experiences and cultures.
- From a special educational needs and disabilities (SEND) point of view, we also plan and teach to ensure everyone in the lesson can access and engage with the content.



Ground Rules

- I have the right to share my opinion and be listened to
- I have the right to pass
- I have the right to be respected and valued
- I have the right to keep what I discuss confidential*
- I have the right not to feel judged
- I have the right not to answer personal questions

* Unless what I'm saying causes concern and needs to be shared

Effective teaching

Best practice principles for teaching PSHE education



Give time for personal reflection

Make learning accessible to all

Handle myths with care

Assess learning and progress

Balance knowledge, skills and attributes

Provide accurate, unbiased information

Don't set out to shock, shame or scare

Start from where the pupils are

Take a positive approach

Don't inspire, glamourise or instruct in harmful behaviours



Questions

Which resources are used?

We use carefully chosen resources that follow the Department for Education's statutory guidance for Relationships, Sex and Health Education (RSHE). These include videos, slides, case studies, and discussion activities that are age-appropriate, evidence-based, and inclusive. All materials are produced 'in house' or checked by staff before use to make sure they are suitable and in line with our school values.

Is RSE delivered in an age appropriate way?

Yes. RSHE is taught in a way that matches pupils' maturity and level of understanding. For Year 7, the focus is on building positive friendships, learning about respect, and developing emotional wellbeing. More sensitive topics, for example sexual health, are covered in later years, when pupils are ready. Pupils do cover sex and reproduction in Science in year 7, however, so may have questions about this.

Questions



Can parents withdraw children from this lesson, especially for lessons about LGBT?

No. Parents cannot withdraw pupils from lessons about relationships, including lessons covering LGBT content. The law (Equality Act 2010) makes clear that schools must teach about respect for all people, and the statutory RSHE guidance requires that pupils are taught about LGBT relationships in a sensitive and age-appropriate way. Parents can *request* to withdraw their child from *some* aspects of sex education (those beyond the national science curriculum), but this does not apply to relationships education, health education, or LGBT content.

We do not teach about LGBT relationships as a separate subject, but as part of our teaching about healthy and fulfilling relationships of all kinds.

Questions



Are we going to be informed on everything the children are to be taught?

Yes. Parents will always have access to an overview of the PSHE/RSHE curriculum, so you know the topics being covered. We believe in working in partnership with parents and will be clear about what pupils are learning each year.

What are the subjects for Year 7?

Please refer to the curriculum overview, which is available as a handout.



QMGS PSHE Department Curriculum Overview for teaching from September 2026					
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Year 7	Emotional wellbeing: managing change and transition This unit helps students transition to secondary school, set learning goals and develop social and emotional skills.	Friendship and bullying This unit explores the principles of healthy and unhealthy friendships, as well as how to identify and respond to bullying incidents.	Families and changing relationships This unit covers the role of families, including caring for each other in changing circumstances, such as divorce or separation.	Puberty and keeping safe This unit revisits and builds on learning about puberty from KS2, as well as how to identify and report abuse.	Influences on relationships This unit helps students consider influences on their expectations of - and attitudes towards - relationships, including online and media influences.
Year 8	Health and wellbeing In this unit, students develop decision-making skills that support a healthy lifestyle and their wellbeing, including considerations about food, exercise and sleep.	Personal safety and managing risk This unit is an opportunity for students to assess risk and support their personal safety in a range of contexts, including on the roads, around water, and in relation to alcohol and other drugs.	Belonging and community This unit focuses on how to create respectful and cohesive communities. It helps students recognise and challenge bias, stereotypes and discrimination and promote inclusion.	The online world This unit helps students to recognise how their behaviour can be manipulated online, through algorithms and targeted content. It helps students assess how online platforms generate income through users.	Healthy and unhealthy relationships This unit introduces a range of relationship issues facing young people, including harassment, image-sharing and gendered violence, and how to get support.
Year 9	Mental health and wellbeing Building on previous learning, this unit gives students the opportunity to rehearse essential self-regulation strategies and apply them to new and complex situations.	Drug education This unit builds on previous learning, focusing on developing skills to manage situations involving alcohol, vapes or other substances.	Managing risk in relation to the law This unit helps students to assess the ways young people might be drawn into criminal behaviour, and the impact of breaking the law.	Intimate sexual relationships In this unit, students revisit learning about consent and learn about healthy, safe sexual relationships, including using contraception.	Navigating online harms This unit explores online harms young people may be exposed to, focusing on how they can respond to deepfake AI images and misogynistic narratives.
Year 10	Independence, health choices and wellbeing This unit supports students to make informed, healthy and responsible health choices as they transition to key stage 4.	Navigating the online world This unit helps students understand the impacts and risks of AI and digital technologies, including misinformation, deepfakes, and sharing images.	Friendship, diversity and challenging extremism This unit supports students to challenge bullying and harmful attitudes, promote inclusion, and recognise and respond to extremism.	Managing influence This unit helps students to evaluate online content, understand how harmful attitudes such as misogyny spread, and recognise the impact of content on wellbeing, attitudes and behaviour.	Exploring consent and recognising abuse This unit revisits and deepens students' understanding of consent, and helps them recognise, challenge and seek support for harmful behaviours or abuse.
Year 11	Life-long wellbeing This unit revisits and builds on prior learning about mental health, helping students to explore strategies that support wellbeing, especially when managing workload and preparing for exams.	Drugs and personal safety This unit supports students to understand the risks linked to substance use and gang involvement, manage external influences, and develop strategies to stay safe and seek support.	Safe relationships and sexual health This unit helps students to recognise healthy and unhealthy relationship behaviours, explore power and control, set boundaries, manage conflict and breakups, and make informed decisions about sexual health.	Families, fertility and pregnancy This unit explores family life, including committed relationships and parenting responsibilities, fertility and routes to parenthood, and options in the case of unplanned pregnancy.	Managing and maintaining health This unit helps students explore behaviours that support their own and others' physical health, through prevention of illness, treatment options and emergency responses.

What images are shown to students?

We use only carefully chosen, age-appropriate images that match the statutory RSHE guidance. In Year 7, these might include simple diagrams (for example, to explain puberty or body changes) or illustrations that promote respect and inclusion. We never use shocking, graphic or inappropriate images.



Questions

Will children be given only age-appropriate information?

Yes. RSHE follows the law and statutory guidance from the Department for Education.

In Year 7, pupils are taught only what is age-appropriate and relevant for them at this stage, such as friendships, respect, online safety and understanding puberty. More sensitive content is introduced gradually in later years, when pupils are ready.

Will unnecessary details be avoided?

Yes. Teachers will only share information that is necessary, accurate and appropriate for pupils' age. Lessons are designed to give clear knowledge and skills without overwhelming or confusing children.

Will dummy children/role-play not be used?

Role play is used occasionally in relationships education, for example when learning conflict resolution skills. It is never a part of sex education. Lessons use discussion, case studies and resources that promote understanding in a respectful, age-appropriate way.

Questions



Will parents be told in advance which topic is taught each week?

Parents are given an overview of the curriculum so they can see what topics are covered each year. We will also provide updates about key areas of learning. However, we do not send a week-by-week breakdown so as not to add to teacher workload.

Will the focus be on health, respect, and safety only?

The main focus for lessons is *always* on helping pupils stay healthy, safe and respectful. RSHE lessons also include the legal and social dimensions to a range of topics and the importance of pupils making their own informed choices based on factual, rather than sensationalised, information.

Questions



Is culture and religion taken into account when teaching children about sex education topics?

Yes. As previously mentioned, all protected characteristics are referenced in relationships and sex education lessons. We discuss that decisions might be influenced by one's religion, belief or culture and that decisions about any relationship or sexual activity are for the pupils themselves to make. No-one is encouraged into any particular behaviour as the emphasis remains on being informed and empowered to make their own decisions.

Questions



How is consent taught?

Consent is taught as an essential part of healthy, respectful relationships. Pupils learn that consent means freely agreeing to something, that consent can be withdrawn at any time, and that it must be clearly communicated and respected. Teaching is age-appropriate and includes understanding personal boundaries, recognising pressure and coercion, respecting others' choices, and understanding the law around consent.

What is taught around incel culture?

As part of our relationships and online safety education, pupils learn about the risks posed by harmful online communities and ideologies, including so-called "incel" (involuntary celibate) culture. Teaching focuses on recognising misogyny, harmful stereotypes, unhealthy attitudes towards relationships, and the ways some online content can encourage resentment, manipulation, radicalisation or violence. Pupils are supported to develop critical thinking skills, build healthy and respectful relationships, and understand where to seek help and reliable information if they encounter concerning content online.

What do our pupils think of PSHEE?



In the Summer term 2024, we ran a pupil voice survey that allowed pupils at QMGS to tell us what they thought about their PSHEE lessons. We allowed anonymity to encourage honest opinions. When asked 'what's the best thing about PSHEE at QMGS?' they had this to say:

The comfortable atmosphere produced where people can express their feelings without being judged.

How engaging and interactive the lessons are,
and how advice and guidance is given on a
wide range of topical issues.

**It's a safe space where we can have group discussions,
and sometimes members of the class can provide new
perspectives on a topic which we didn't see before.**

Probably having a nice teacher who
lets us share our views

The maturity of which the lessons are conducted. Both in subjects and the student voice and opinion. What we cover is also good, haven't covered actual relationships and topics such as breakups before, I actually found it quite helpful.

**inclusive, explains pressing issues and allows us to
express opinions, embraces individuality and allows us
to be informed about the decisions we make.**

**unbiased information is given, acknowledging
all different sides and not excluding anyone.**

We are able to discuss and ask questions freely
without feeling uncomfortable.

**learning a variety of different things for our age group
which is suitable . not being forced to share things about
ourselves unless we want to. Being able to learn about
others.**

What do our pupils think of PSHEE?



Full disclosure, we also had a couple of responses like this...

It's cool

The back row

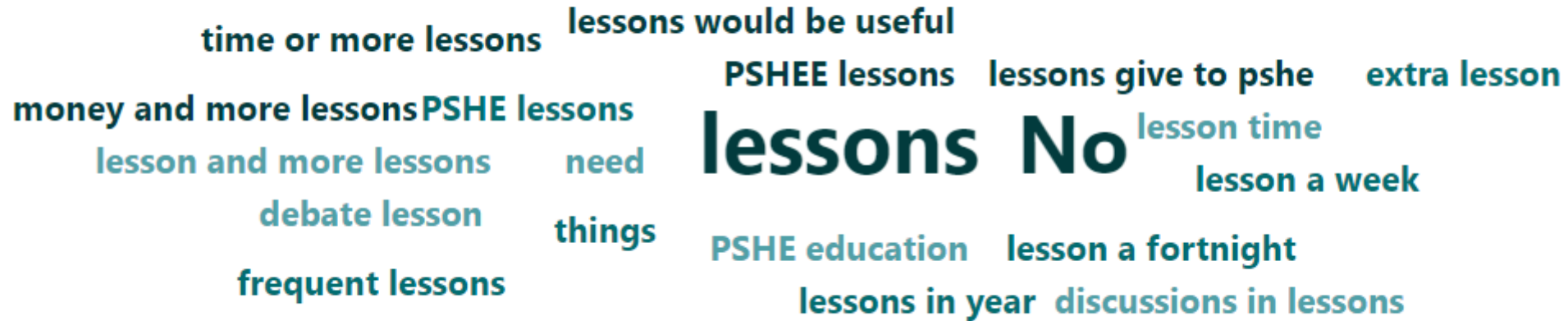


What do our pupils think of PSHEE?



When we asked ‘what would improve PSHEE at QMGS?’ The overwhelming response was ‘more lessons’, particularly from our pupils in lower school (Y7-11).

99 respondents (25%) answered **lessons** for this question.



Our pupils want and need more opportunities to discuss their lives, their relationships, and the world around them. Please feel empowered to continue the conversation at home and reach out to the department if you would like any help or advice on how to do this. Thank you so much for coming this evening.

Further questions, comments or feedback:

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