

To aspire, endeavour and thrive together

Relationships and Sex Education Policy

Revision	Authorised by	Date	Adopted	Date
New Policy	Assistant head teacher For Personal Development This policy was written after consultation with parents through Parents Forum on 11th May 2021.			
Review	Director of Personal Development	March 24	C&W Committee	07/03/24
Review	Lead for PSHE Assistant Headteacher for PD	February 2025 SKA		
Reviewed March 2025	Head of Sixth Form	DPE	LGB	01/07/2025

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Next review due by:	June 2026	

What is Relationships and Sex Education ?

At Glossopdale School, we believe RSE is essential for a student to have good health, wellbeing and preparation for adult life in society. RSE is not about the promotion of sexual activity. It is about the emotional, social and cultural development of students and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. These subjects represent a huge opportunity to help our students develop.

RSE involves a combination of acquiring knowledge and information, sharing information, developing skills, and exploring issues, beliefs, attitudes and values. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help Glossopdale's students to become successful and happy adults who make a meaningful contribution to society.

Aims of the Policy

1. To comply with our legal duty to deliver the statutory requirements with respect to Relationships and Sex Education (RSE) and Health Education.
2. To provide a framework in which sensitive discussions can take place
3. To Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene
4. To help pupils develop feelings of self-respect, confidence and empathy
5. To create a positive culture around issues of sexuality and relationships
6. To teach pupils the correct vocabulary to describe themselves and their bodies

Glossopdale's values highlight the focus of our students being physically, socially, emotionally safe and healthy. This alongside our mission to Aspire, Endeavour and Thrive together are at the heart of this policy and curriculum area.

Statutory Requirements

This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. 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.

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#). In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Policy Development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make

recommendations

3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Principles and Values

Glossopdale School believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute to their collective community, and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other. This ideal is encouraged within all students.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes and ensuring awareness of course content through events such as parents evening
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

RSE Delivery

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and more sensitive topics are covered in Beliefs and Values lessons.

Our guiding principle is that all of the compulsory subject content must be age appropriate (as per May 2024 RSE government update) and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the Law. It is vital that these topics are interwoven between both morning meeting sessions and Beliefs and Values lessons. At Glossopdale, our teaching will build on the knowledge acquired at primary school and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

Our curriculum is set out in the appendix 1 but we may need to adapt it as and when necessary since this is a dynamic area of the curriculum that may need to be adapted in line with current affairs and national issues.

Delivery, alongside the CEIAG, PD and RS themes take place in Beliefs and Values lessons, topics that are more sensitive are deliberately tackled within Beliefs and Values sessions to allow for a personalised approach – one hour per week to each year group, Morning meetings which are for 35 mins once a week, THRIVE days

are currently under review in regards to ensuring they tie in with pastoral needs of the year group, as well as linking to what is taught in Beliefs and Values and Assemblies – one per week. The total time allocation is 2 hours per week plus 45 hours of Thrive Days in KS3 and 20 hours of THRIVE days in KS4. Other curriculum areas including KS5, have also highlighted where they cover the themes through a whole school audit.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

For more information about our RSE curriculum, see Appendix 1.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel safe and supported and able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

Students with Special Needs

We ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of students.

Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
- This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 201](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Roles and Responsibilities

Governors

The governing board will approve the RSE policy, and hold the Head teacher to account for its implementation. The Link Governor for Personal Development will champion this policy at the Governing body.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see parents right to withdraw).

Asst. Principal for PD, Head of Beliefs and Values including Personal Development

These Leaders are responsible for planning and resourcing the curriculum and ensuring staff are teaching RSE consistently across the school through Quality Assurance.

Staff

A dedicated team of staff are responsible for delivering RSE in a sensitive way and modelling positive attitudes to RSE and responding to the needs of individual pupils. They are also responsible for responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Monitoring and Evaluation

It is the responsibility of the Head of Beliefs and Values to oversee and organise the monitoring and evaluation of RSE.

Monitoring and Evaluation through the following means:

- Monitoring of lesson plans and teaching and
- Learning walks
- Audit of policies and Schemes of Work
- Audit of students' work (Beliefs and Values lessons)
- Sharing of good classroom work and practice
- Collation of evidence from student's work
- Student voice on good practice
- Parent voice

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development as part of line management and department meetings..

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Parent's right to request that their child be excused from Sex Education within in RSE only.

This guidance also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that head teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE 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.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Where pupils are withdrawn from sex education, the process will be documented and we will ensure that the pupil still receives appropriate, purposeful education during the period of withdrawal.

Alternative work will be given to pupils who are withdrawn from sex education. This work will be in relation to other areas of the PSHE curriculum taught at Glossopdale School. For example, work from PSHE strands; health and wellbeing and living in the wider world.

Parents cannot withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe. Furthermore, the science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from. Both the above are policies of the department for Education not Glossopdale School.

If parents continue to have concerns about the content delivery of RSE, they are able to ask school to share lessons and resources where necessary.

Confidentiality, controversial and sensitive issues

Teachers cannot offer unconditional confidentiality. In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered, and referred to the teacher responsible for Child Protection under the school's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

Review of the Policy

This policy will be reviewed in accordance with the policy review schedule. This will take place yearly under the guidance of the Assistant Headteacher, Parents, Students and the Board of Governors.

Appendices

Appendix One: Curriculum and Delivery

By the end of secondary school and P16:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	Pupils should know <ul style="list-style-type: none">• That there are different types of committed, stable relationships• How these relationships might contribute to human happiness and their importance for bringing up children• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony• Why marriage is an important relationship choice for many couples and why it must be freely entered into• The characteristics and legal status of other types of long-term relationships• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	Pupils should know <ul style="list-style-type: none">• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship• Practical steps they can take in a range of different contexts to improve or support respectful relationships• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)

	<ul style="list-style-type: none"> • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and Media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
<p>The Law</p>	<p>Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"> • marriage • consent, including the age of consent • violence against women and girls • online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)

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|--|---|
| | <ul style="list-style-type: none">• pornography• abortion• sexuality• gender identity• substance misuse• violence and exploitation by gangs• extremism and radicalisation• criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)• hate crime• female genital mutilation (FGM) |
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Delivery at Glossopdale

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
All Years	Assemblies	Welcome Back Safeguarding Tenacity assembly European Day of Languages Black History Month Ada Lovelace Day Lockdown Assembly Rewards	Remembrance Anti Bullying Fundamental British Values Looking at a broad range of abilities and qualities required in Careers. Challenging Stereotypes and equality of opportunity Human Rights Day 10th Rewards	Standards and expectations Routines Study Skills Student Leaders Assembly of choice - Kidscan Holocaust Memorial Day Children's Mental Health week Rewards	Standards and expectation Routines World Book Day 7th and International Women's Day 8th National Science Week 8th to 17th International Day of Happiness 20th No Assemblies	Standards and expectations, Routines Stephen Lawrence Day 22nd Launch of Head Students for next year How to evaluate expectations for romantic relationships Hustings Rewards	Standards and expectations, Routines - Announce Head Students Healthy Eating week 2024 Pride Month RSE Day TBC How to manage risk-taking behaviour Safety Assembly Current Affairs Rewards
Y7	Morning Meetings	THRIVE and Intro to Student Leadership and Emotions. Internet Safety	Living in the wider world	CEIAG	MBV and Cz Respect	Character and Student Leadership Resilience, balanced curriculum and Leadership	PSHE and RSE
	Beliefs and Values Lessons	Introduction to Beliefs and Values	Religious Founders	Religious Founders	Sikhism	A to Z of Beliefs and values	A to Z of Beliefs and Values
	Thrive Days		Different Cultures	Racism	Study Skills		
Y8	Morning Meetings	PHSE and RSE	MBV and Cz Law Liberty and Money and Budgeting	Character and Student Leadership	CEIAG	PHSE and RSE, Living in the wider world	Living in the wider world -

	Beliefs and Values Lessons	Buddhism	Buddhism	What is so Radical about Jesus?	Racism in Society	Moral and ethical thinking	Relationships – friendships and Bullying
	Thrive Days		PSHE and RSE Healthy Lifestyles - Physical and Mental Health	CEIAG Apprenticeships focus	Study Skills		
Y9	Morning Meetings	Character and Student Leadership	CEIAG	Living in the wider world -	PHSE and RSE Relationships	MBV and Cz	FBV and Cz Volunteering and Enterprise project
	Beliefs and Values Lessons	Why is there suffering?	Is death the end?	Crime and Punishment	Crime and Punishment	Consent, conception and contraception	Consent, conception and contraception
	Thrive Days		CEIAG Future Pathways	CEIAG Options	PSHE and RSE Healthy lifestyles		
Y10	Morning Meetings	CEIAG	MBV and Cz Respect, Liberty, Legal system and diversity	Living in the wider world -	Character and Student Leadership	PSHE and RSE	PHSE and RSE
	Beliefs and Values lessons	Community Cohesion	Community Cohesion	Drugs and Alcohol	Relationships	Islam	

	Thrive Days			CEIAG	Study Skills		
Y11	Morning Meetings	Living in the wider world	CEIAG	MBV and CZ	Character and Student Leadership	Living in the wider world	
	Beliefs and Values lessons	Introduction to Philosophy	Ethics and Medical Ethics	Ethics and Medical Ethics	Human Rights	Eng Lang revision	
	Thrive Days		Careers fair and Study Skills	PSHE and RSE Healthy Lifestyles			
Y12	Tutorial	Mental health and emotional wellbeing Mental health and emotional wellbeing Managing stress Body image Healthy coping strategies	Living in the wider world Readiness for work Career opportunities Preparing for the world of work	Diversity and inclusion Living in a diverse society Challenging prejudice and discrimination	Planning for the future Exploring future opportunities Post-18 options The impact of financial decisions	Respectful relationships Consent Assertive communication Positive relationships and recognising abuse Strategies for managing dangerous situations or relationships	Next Steps University choices Applying to UCAS Personal Statements Apprenticeship choices. Job Choices Writing a covering letter
Y13	Tutorial	UCAS Applications	Intimate relationships Personal values, including in relation to contraception	Health choices and safety Independence and keeping safe Travel First aid	Financial choices Managing money Financial contracts Budgeting	Building and maintaining relationships New relationships, including in the workplace	

			and sexual health Fertility Pregnancy	The impact of substance use	Saving Debt Influences on financial choices	Personal safety Intimacy Conflict resolution Relationship changes	
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Appendix 2: Parent's right to request that their child be excused from Sex Education within in RSE only.



Withdrawal Form from Sex Education

To be completed by Parents / Carers			
Student's Name		Tutor Group	
Parent / Carers name			
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent / Carer signature		Date:	
To be completed by the school			
Agreed actions			
Signed		Date:	