



**GLOSSOPDALE
HIGH SCHOOL**
Part of True Learning Partnership

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
Reviewed June 2026	Staff names			

Contents

What is Relationships and Sex Education ?3

Aims of the Policy3

Statutory Requirements3

Policy Development4

Principles and Values.....4

RSE Delivery.....4

Inclusivity5

 Students with Special Needs6

 Sexual Identity and Sexual Orientation6

Use of resources6

Roles and Responsibilities7

 Governors.....7

 The Headteacher.....7

 Staff.....7

 Pupils7

Monitoring and Evaluation.....8

 Monitoring and Evaluation through the following means:8

Parent’s right to request that their child be excused from Sex Education in RSE only.8

Confidentiality, controversial and sensitive issues9

Review of the Policy9

Appendices10

 Appendix One: Curriculum and Delivery10

 Indicative Content of Delivery at Glossopdale.....15

Appendix 2: Parent’s right to request that their child be excused from Sex Education within in RSE only.20

Approved by:	LGB	Date: 01/07/2026
Last reviewed on:	June 2026	
Next review due by:	June 2027	

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 the compulsory subject content is inclusive and well-sequenced. The RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils, 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, more sensitive topics 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. 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. 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).

Assistant Headteacher: Pedagogy, CPD & Literacy - Mrs. H. James

Curriculum Leader for Beliefs and Values including Personal Development - Mr. P. Clark

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
- 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 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 • That there are different types of committed, stable relationships. • How these relationships might contribute to wellbeing, and their importance for bringing up children. • Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. • That ‘common-law marriage’ is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. • That forced marriage and marrying before the age of 18 are illegal. • How families and relationships change over time, including through birth, death, separation and new relationships. • The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development. • How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.
Respectful relationships, including friendships	Pupils should know • The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one’s own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.

	• What tolerance requires, including the importance of tolerance of other people's beliefs. • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok. • How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice. • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others. • How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others. • Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.
Online Safety and Awareness	• Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. • The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. • Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated,

	and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. • That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime. • What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online. • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them. • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong. • That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice. • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns. • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it. • How information and data is generated, collected, shared and used online. • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising). • That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion. • That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.
--	---

Being safe	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent. • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others. • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed. • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right and should understand that in some situations a person might appear trustworthy but have harmful intentions. • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. • That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting. • The concepts and laws relating to sexual violence, including rape and sexual assault. • The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language. • The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour. • That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed. • The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation. • The concepts and laws relating to forced marriage. • The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. • That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death. • That pornography presents some activities as normal, which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
-------------------	---

	• How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example, after an assault.
Intimate and sexual relationships, including sexual health	• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive. • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex. • Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent. • 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. • That some sexual behaviours can be harmful. • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision-making. • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and 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, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • The prevalence of STIs, the short and long-term impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour. • How and where to seek support for concerns around sexual relationships, including sexual violence or harms. • How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

Indicative Content of Delivery at Glossopdale

This is indicative content for the RSE curriculum. The calendar changes each year and possible changes may occur throughout the year.

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
All Years	Assemblies	➤ Welcome Back ➤ What is democracy? ➤ European week of Languages ➤ Study Skills ➤ Looking after our mental health ➤ Eradication of Poverty ➤ Study Skills ➤ Rewards	➤ Standards and expectations ➤ Armistice ➤ Anti-Bullying Week ➤ UK parliament week ➤ Advent ➤ Rights and Individual liberty ➤ Rewards	➤ Standards and expectations ➤ Study skills ➤ What can we learn from religion? ➤ Holocaust ➤ Memorial Day ➤ Safer internet week ➤ Rewards	➤ Standards and expectations ➤ Women in history month ➤ International Women's Day ➤ Fairtrade ➤ Rewards	➤ Standards and expectations ➤ What does belonging mean? ➤ What makes Britain British? ➤ VE day ➤ Knife crime ➤ Rewards	➤ Standards and expectations ➤ June in pride month ➤ Refugee week ➤ Disconnect to reconnect ➤ Water safety ➤ Student leadership ➤ Transition ➤ Rewards
Y7	Morning Meetings	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 learning about puberty from KS2. It then focuses on specific learning about testicular and vulval health, 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.	Financial decisions This unit supports students to develop their financial literacy and rehearse decision-making and risk assessment skills in relation to money and spending.

	Beliefs and Values Lessons	What is religion?	Religious Founders	Sikhism		A to Z of Religious Beliefs	
Y8	Morning Meetings	Health and wellbeing In this unit, students develop decision-making skills that support a healthy lifestyle and their wellbeing: from considerations about food, exercise and sleep, to assessing the impact of climate change	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.	Managing Money This unit builds on previous learning about financial decision making to explore aspects of daily economic wellbeing, such as managing bank accounts and different ways of saving and borrowing.
	Beliefs and Values Lessons	Buddhism	What was so radical about Jesus?	Anti Racism		Moral and ethical thinking	
Y9	Morning Meetings	Mental health and wellbeing Building on previous learning, this unit gives students the opportunity to rehearse essential self-regulation strategies and apply them to	Careers and future choices This unit supports students to prepare for making GCSE option choices by thinking about their career goals and future.	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	Intimate sexual relationships In this unit, students revisit learning about consent and learn about healthy, safe sexual relationships, including	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.

		new and complex situations.			breaking the law.	using contraception.	
	Beliefs and Values Lessons	Why is there suffering?	Is death the end?	Crime and Punishment	Judaism	Intimate sexual relationships	
Y10	Morning Meetings	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.	Study, work and careers This unit explores career choices and pathways, work experience, and applications for study or work.
	Beliefs and Values lessons	Community Cohesion		Drugs and personal safety		Islam	Relationships

Y11	Morning Meetings	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.	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.	Online financial harms This unit supports students to understand online financial risks, manage spending safely, and recognise and respond to financial exploitation.	Study Skills	Revision	
	Beliefs and Values lessons	Ethics and Sexual Health		Medical Ethics	Human Rights	English Lang Revision	
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 and sexual health Fertility Pregnancy	Health choices and safety Independence and keeping safe Travel First aid The impact of substance use	Financial choices Managing money Financial contracts Budgeting Saving Debt Influences on financial choices	Building and maintaining relationships New relationships, including in the workplace Personal safety Intimacy Conflict resolution Relationship changes	
------------	-----------------	--------------------------	--	---	---	--	--

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:	