

Glossopdale
School & Sixth Form



To aspire, endeavour and thrive together

GLOSSOPDALE SCHOOL AND SIXTH FORM

Relationships and Sex Education Policy

Revision	Authorised by	Date	Adopted	Next review Date
New Policy	Assistant head teacher For Personal Development	25.05.21	LGB approved this policy	May 22

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.

Principles and Values

Glossopdale School believes that SRE 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.

SRE Delivery

Our guiding principle is that all of the compulsory subject content must be age appropriate 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. At Glossopdale, our teaching will build on the knowledge acquired at primary 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 takes place in Beliefs and Values lessons – one hour per week to each year group and Tutor periods – 2 sessions per week. The total time allocation is 1 hour 40 mins per week. Other curriculum areas have also highlighted where they cover the themes through a whole school audit.

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.

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, Director of Personal Development and Head of RS

These Leaders are responsible for planning and resourcing the curriculum and ensuring staff are teaching

RSE consistently across the school through Quality Assurance.

Staff

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 Director of Personal Development to oversee and organise the monitoring and evaluation of SRE.

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

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.

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 and the Board of Governors.

Appendix One: Curriculum and Delivery

By the end of secondary school:

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:

<p>Families</p>	<p>Pupils should know</p> <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.
<p>Respectful relationships, including friendships</p>	<p>Pupils should know</p> <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) • 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
<p>Online and Media</p>	<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

	<ul style="list-style-type: none"> • 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)
Intimate and sexual relationships, including sexual health	<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.

Delivery at Glossopdale

		TERM 1 8 weeks	TERM 2 7 Weeks	TERM 3 6 Weeks	TERM 4 6 weeks	TERM 5 6 Weeks	TERM 6 7 Weeks
All Years	Assemblies	Wk 1 - DMc - Values Wk 2 - Roald Dahl Day 2020 Wk 3 - Thrive Icon - T Wk 4 - European Day of Languages 2020 Wk 5 - Current Affairs Wk 6 - Prepare Study Skills Wk 7 - Black History Month Wk 8 - Rewards C13	Wk 1 - DMc - Values Wk 2 - Remembrance Wk 3 - Thrive Icon - H Wk 4 - Current Affairs - Monday NCS taking ass for Year 11. Emailed confirmation 7.7.2020. Aaron Parsons. Wk 5 - Wildlife Conservation Day Wk 6 - Human Rights Day Wk 7 - Rewards C13	Wk 1 - DMc - Values Wk 2 - Current Affairs Wk 3 - Thrive Icon - R Wk 4 - Holocaust Memorial Wk 5 - National LGBT History Month (Feb) Wk 6 - Rewards C13	Wk 1 - DMc - Values Wk 2 - World Book Day Wk 3 - No Smoking Day Wk 4 - Thrive Icon - I Wk 5 - Current Affairs Wk 6 - Rewards C13	Wk 1 - DMc - Values Wk 2 - Current Affairs Wk 3 - Thrive Icon - V Wk 4 - National Numeracy Day Wk 5 - Mental Health Week Wk 6 - Rewards C13	Wk 1 - DMc - Values Wk 2 - World Environment Day / Head Boy and Girl Hustings Wk 3 - Thrive Icon - E Wk 4 - Summer Solstice Wk 5 - Current Affairs Wk 6 - Future choices Wk 7 - Rewards C13
Y7	Tutorials	THRIVE and Intro to Student Leadership	Living in the wider world - learning Skills L1, L2, L3 and L9 Incorporate Literacy L2, L3, L5, L8, L10	CEIAG LMI G2.1 and addressing individual needs G3.1, All STEP material for Year 7 GB2-7 (All)	MBV and Cz Respect M1 and M2 Volunteering M15	Character and Student Leadership Resilience, balanced curriculum and Leadership C7, C10 and C20	PSHE and RSE H13-H16, H19, H21
	Beliefs and Values Lessons	My new school. Friendship and bullying H1-2, H4, R1, R3, R9, R10?R14? R18, R23, R37-41, L1-L3, M2, M9-10, C1-4, C9, C19, S2, S4, Lit8, Lit10	Religious Founders H7, H9, R3, R39, R42, M2, M9-10, C12, S9, S13-15, Lit 13	A to Z of Religious Beliefs H7, H9, R3, R39, R42, M2, M9-10, C12, S9, S13-15, Lit13	Puberty and Hygiene H2?, H20, H34, R18-19, R42-43?, M2, M7, C7? S2, S5, lit1-2, Lit5	Introduction to the Old Testament H7, H9, R3, R39, R42, M2, M9-10, C12, S9, S13-15, Lit 13	Healthy Living – including living FGM and cancers. H1, H6-7, H10? H17-18, H22, H30-31, R9-10? R13, R17, R19? R21? R22? R37-38, R41? L2, L20-21, L24, M2, C7, C12, Lit1-2, Lit5, Lit8, Lit 10, S2-3, S6, S8, S15, S17?
	Drop-Down Days		Employability Skills L4 and Career Pathways L12	Personal Guidance G8.1	PSHE and RSE H24-27, H32-33.		
Y8	Tutorials	PHSE and RSE H5, H8, H11-12, R6-7, R11	MBV and Cz Law M5 and M6, Liberty M8 and Money and Budgeting M16 and L16	Character and Student Leadership Cultural Capital, balanced curriculum and Leadership C8, C10 and C20-1	CEIAG LMI G2.1 and addressing individual needs G3.1 All STEP material for Year 8 GB2-7 (All)	PHSE and RSE, Living in the wider world R20, R35-36, L22-23, L26-27	Living in the wider world - Choices and pathways and Rights and Responsibilities L6, L9, L10, L13 and L14
	Beliefs and Values Lessons	Drugs and Alcohol H23, H29, R42-44?, M1-M2, M7-M8, C7-C9, C12. S6, S8, S13, S15, Lit1, Lit5-6, Lit8.	What is so Radical about Jesus? H7, H9, R3, R39, R42, M2, M9-10, C12, S9, S13-15, Lit 13	What is it like to be a Sikh, Buddhist and Muslim in the UK today? H7, H9, R3, R39, R42, M2, M9-10, C12, S9, S13-15, Lit 13	Relationships – including intimate and abusive and puberty H10, H34, R1-2, R9?-R10, R13-14, R21, R23? R37-38, M1-2, M7, C2? C5-6, S6, S8, S13, S15, Lit1, Lit5-6, Lit8.	Religion and the environment. H7, H9, R3, R39, R42, M2, M9-10, C12, S9, S13-15, Lit 13	Moral and ethical thinking H7, H9, R3, R39, R42, M2, M9-10, C12, S9, S13-15, Lit 13.

	Drop-Down Days		Skills and qualities required in employment L5 and Work Patterns L11	PHSE and RSE R15-16, R45-47	Personal Guidance G8.1		
Y9	Tutorials	Character and Student Leadership Balanced curriculum and Leadership C10 and C20-1	CEIAG LMI G2.1 and addressing individual needs G3.1 and STEM G4.1 All STEP material for Year 9 GB2-7 (All)	Living in the wider world - Choices and pathways and Financial Choices L9, L10, L15-19	PHSE and RSE Relationships R8-R10, R22, R44 Options Tutorials G2.1-G2.2, G3.1, G4.1-G4.2, G8.1	MBV and Cz Democracy M11-M15	MBV and Cz Volunteering and Enterprise project M15, C14-16, C20-21
	Beliefs and Values Lessons	Why is there suffering? H7, H9, R3, R39, R42, M2, M9-10, C12.	E-safety H3, H4?, H30-1, R8? R13-14, R17, R29-30, R37-8, L20-21, L24-25, M1, M8? C5-7, S6, S8, S13, S15, Lit1, Lit5-6, Lit8.	Is death the end? H7, H9, R3, R39, R42, M2, M9-10, C12.	Consent, conception and contraception H35-36, R1, R4-5, R12, R18, R24-28, R31-34, M2, M7-M8, C5-C6, S6, S8, S13, S15, Lit1, Lit5-6, Lit8.	Crime and Punishment H28, M1, M7-10, M14? S6, S8, S13, S15, Lit1, Lit5-6, Lit8	Welcome to the real world and my future. L1-L5, L7-L9, L12, G4.1-3? M6? M7, C7? S6, S8, S13, S15, Lit1, Lit5-6, Lit8
	Drop-Down Days		Options available L7 Routes into Work, training and education L8	Careers Guidance G8.1,	Vocational Options G1.4 and Encounters with Employers G5.1		
Y10	Tutorials C9 and 10 (All lessons)	CEIAG All STEP material for Year 10 GB2-7 (All)	MBV and Cz Respect, Liberty, Legal system and diversity M1,M2, M8, M15, M16, M17	Living in the wider world - Challenges in career pathways and the world of work L5, L10-12. Work Experience Prep L13-15 Leadership C20	Character and Student Leadership Leadership C20	PSHE and RSE Mental Health H1-H2, H4, H6-8, H10, H14, H16	PHSE and RSE Relationships R4, R7,R11-R13, R17
	Beliefs and Values lessons C9 and 10 (All lessons)	Is religion a cause of conflict or peace in the world? M9-M10	Drugs and Alcohol H19-20, R10, R20? M1-M2, M7-M8, S6, S8, S13, S15, Lit1, Lit5-6, Lit8.	Community Cohesion R5, R10, R34-R35, M1-M2, M9-M10, M16?, M17, C5?-C6? C8, S6, S8, S13, S15, Lit1, Lit5-6, Lit8.	Relationships H27-H31, H33, R1, R3, R8, R15? R18, R22, R24-27, R30-32, R34, M1-M2, M7-M8, M17, C5-C7, S6, S8, S13, S15, Lit1, Lit5-6, Lit8.	Human rights and Human Wrongs R1? R5, R34, M1-M2, M6-M10, M15, M17, C5-C6? S6, S8, S13, S15, Lit1, Lit5-6, Lit8.	
	Drop-Down Days		Living in the wider world - Careers L4 and L6-9 Budgeting L16-21 and M19	PSHE and RSE Relationships and Contraception H26, H32, R2, R6, R14-16, R19-R21, R23	Living in the wider world - Media and Digital Resilience L22-L29, H3, H12, H17-H18,		
Y11	Tutorials C9 and 10 (All lessons)	Living in the wider world - Skills, Goals and Choices L1, L2, L3. Leadership C21	CEIAG All STEP material for Year 11 GB2-7 (All)	MBV and CZ Parliament and Democracy M5, M6, M11-M14	Character and Student Leadership Volunteering and Leadership C14-16 and C21	PHSE and RSE Bullying, Abuse and Discrimination and Social Influences R28-R29, R33, R36-R38	
	Beliefs and Values lessons C9 and 10 (All lessons)	Introduction to Philosophy M9-M10	Science Vs Religion M9-M10	Ethics including Science and donation. H15, H30, H33, R9? R27, M1-M2, M7-M10, M15? C5-C6, S6, S8, S13, S15, Lit1, Lit5-6, Lit8.	Health and Well being H2? H5, H9, H11, H13, M2, M7-M8, C6?-C7, S6, S8, S13, S15, Lit1, Lit5-6, Lit8.		

Drop-Down Day	CEIAG Range of learning opportunities and Apprenticeships etc G1.4, Employer engagement and Raising aspirations G3.1 and G5.1	PSHE and RSE Drugs, Alcohol and Tobacco and Managing Personal Safety. H21-H25	Study Skills Revision Techniques L1-L3
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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:	