



Glenmoor and Winton Academy Relationship and Sex Education (RSE) policy

September 2021

Definition of RSE:

Relationships and Sex Education is defined by the PSHE Association as 'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'. This content is delivered in an age-appropriate way with care given to the age and educational stage of pupils.

Relationship and Sex Education (RSE) is part of a lifelong learning about physical, moral, and emotional wellbeing. At GW, RSE is centred on personal safety, caring for others, and building strong family relationships and aims to:

- Prepare pupils for the opportunities, responsibilities, and experiences of adult life, and
- promote the spiritual, moral, social cultural mental and physical development of pupils.

How will RSE be taught at Glenmoor and Winton Academies?

The DfE suggests five broad themes to Relationships and Sex Education. These are:

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

Each of the above will be delivered through Citizenship, science, PE (physical education) and the tutor programme.

We have taken great care to ensure the pupils encounter each topic at an age-appropriate point. For an overview of what topics are taught at what point in our pupils' time at GW, see Appendix I below.

RSE is delivered by citizenship and science teachers. They have had, or will receive, training on how to deliver sensitive content. Across all GW lessons, a positive classroom culture ensures that lessons are free from disruption, so that pupils feel safe in their learning and happy to ask questions about the topics.

The delivery of RSE at Glenmoor and Winton Academies is underpinned by the following moral and value statements:

- The delivery of RSE is factual, sensitive, and balanced
- RSE within the school promotes meaningful, positive, and healthy relationships
- whilst delivering RSE staff will avoid the imposition of opinion. Instead they will stay focused on the social, moral, spiritual, health and education aspects of the topics.

Equality and accessibility of the RSE curriculum:

Glenmoor and Winton Academies delivers RSE in line with the Equality Act 2010 and in observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RSE that are dependent on their circumstances and background. At Glenmoor and Winton, we believe that all pupils should have access to RSE that is relevant to their particular needs. To achieve this, our approach to RSE will take account of:



- SEND pupils (special educational needs or disabilities), pupils with learning, or emotional or behavioural difficulties require certain RSE needs when certain topics are being taught. We will ensure that RSE is accessible to all through high quality teaching that is differentiated and thoughtfully planned. We are also mindful of preparing for adult outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.
- Some of our pupils will go on to define themselves as LGBTQ+. Some pupils may have LGBTQ+ parents or carers, brothers or sisters, other family members and/or friends. All our pupils will meet LGBTQ+ people both now and in the future. Our approach to RSE will reflect this and teaching will be age appropriate and sensitive both in content and delivery. Content linked to LGBTQ+ will, where possible, be integrated into the programme rather than taught as a stand-alone lesson or unit. We actively tackle homophobic bullying or comment.
- Different cultural/ethnic groups within our community. These groups may have different attitudes to issues taught in RSE. Glenmoor and Winton will take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and the Academy's statutory duty to keep all students safe and deliver certain elements of the statutory RSE curriculum.

How will RSE be monitored and evaluated at Glenmoor and Winton Academies?

Each year a curriculum audit of the RSE statutory guidelines is carried out across the Academies. Areas of RSE not being delivered are identified and actions made to ensure they are present in the curriculum.

Evidence of the teaching of RSE is collected via LWs, collated resources and student work. From these the RSE lead will evaluate the efficacy of teaching and pupil outcomes.

Pupils may be consulted on the delivery and effectiveness of the lessons.

Parental Rights and the Curriculum

Parents do not have the right to withdraw their child from the RSE element of the National Science Curriculum. National Curriculum Science is statutory. At KS3 and KS4 this includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth, and HIV/AIDS.

Information on sex and relationships, staying safe online, and health education are taught within citizenship.

Parents do have the right to withdraw their child from RSE provided within citizenship. If a parent wishes to withdraw their child from aspects of the RSE programme, then they need to write a letter to the Principal stating their reasons for the request.

The Teaching of Relationships, Sex Education (RSE) will be taught across the curriculum but specifically in citizenship and science.

Glenmoor and Winton Academy ensures that parents/carers are:

- made aware of the school's approach and rationale for RSE through the policy
- involved in the review of the RSE policy; made aware of the school's PSHE curriculum
- encouraged to support their child is learning at home, if appropriate.

Once a student is three terms away from their sixteenth birthday, they have a right to receive sex education rather than be withdrawn. Where this is the case, we will make arrangements to provide them with sex education during one of those terms.



Safety and Confidentiality

We make it clear to pupils what our procedures are with regard to confidentiality.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

Teachers will use the safeguarding systems in place to consult with the designated safeguarding lead Mr Coe and in his absence his deputy Mrs Burley.

How are resources used with reasons for their selection?

RSE resources are chosen and checked for:

- Being inclusive – acknowledging the full spectrum of diversity in society
- Positive, healthy, and unbiased messages
- Age and understanding appropriateness.

RSE policy review date

This policy has been created in line with DfE guidelines on RSE/Health education (*Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019*), written by the lead of RSE in the Academies, and approved by the Principal.

As part of effective RSE provision, the RSE policy should be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff, and parents and that it is in line with current DfE advice and guidance.

Policy prepared by Rob Hilton: June 2021

Policy ratified by Governors: July 2021

Policy to be reviewed: June 2022



Appendix I

Theme	Pupils should know...	Is this taught?	When (e.g HT1...HT6)	Y7	Y8	Y9	Y10	Y11
Relationships education								
Families	That there are different types of committed stable relationships		HT5 HT2	CIT		ETH CIT		
	How these relationships might contribute to human happiness and their importance for bringing up children		HT5 HT2	CIT		ETH		
	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		HT5			ETH		
	Why marriage is an important relationships choice for many couples and why it must be freely entered into		HT5			ETH		
	The characteristics and legal status of other types of long-term relationships		HT5 HT1	CIT		ETH		
	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting		HT5			ETH		
	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.		HT2	CIT	CIT			



Theme	Pupils should know...	Is this taught?	When (e.g HT1...HT6)	Y7	Y8	Y9	Y10	Y11
Respectful relationships including friendships	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.		HT2 Ongoing	CIT PE	CIT PE	PE	PE	PE
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help		HT5	CIT				
	Practical steps they can take in a range of different contexts to improve or support respectful relationships		HT2	CIT	CIT			
	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)		HT6 HT1 HT2 GCSE PE		CIT	ETH PE	ETH PE	PE
	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		HT6 HT1 Ongoing	PE	PE	PE	ETH PE	ETH PE
	That some types of behaviour within relationships are criminal, including violence behaviour and coercive control		HT2	CIT				
	What constitutes sexual harassment and sexual violence and why these are always unacceptable		HT2	CIT				
	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		HT6 / HT1			ETH	ETH	



Theme	Pupils should know...	Is this taught?	When (e.g HT1...HT6)	Y7	Y8	Y9	Y10	Y11
Online and media	Their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online		HT5	CIT				
	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 materials placed online		HT5			CIT		
	Not to provide material to others that they would not want shared further and not to share personal materials which is sent to them		HT5	CIT				
	What to do and where to get support to report material or manage issues online		HT5			CIT		
	The impact of viewing harmful content		HT5			CIT		
	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		HT2			CIT		
	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail		HT2			CIT		
	How information and data is generated, collected, shared, and used online		HT5			CIT		
Being safe	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		HT2	CIT				
	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)		HT2	CIT				



Theme	Pupils should know...	Is this taught?	When (e.g HT1...HT6)	Y7	Y8	Y9	Y10	Y11
Intimate and sexual relationships including sexual health	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		HT2 Ongoing	CIT PE	PE	PE	PE	PE
	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		HT2	CIT				
	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause			SCI			SCI	
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others		HT2	CIT				
	That they have a choice to delay sex or to enjoy intimacy without sex		HT5 HT2	CIT		ETH		
	The facts about the full range of contraceptive choices, efficacy, and options available		HT5			ETH	SCI	
	The facts about pregnancy including miscarriage		HT6			ETH		
	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)		HT6			ETH		



Health education									
Theme	Pupils should know...	Is this taught?	When (e.g HT1...HT6)	Y7	Y8	Y9	Y10	Y11	
Mental wellbeing	How to talk about their emotions accurately and sensitively, using appropriate vocabulary		HT1 Ongoing	CIT PE	PE	PE	PE	PE	
	That happiness is linked to being connected to others		HT1 GCSE PE	CIT			PE	PE	
	How to recognise the early signs of mental wellbeing concerns		HT1 GCSE PE	CIT				PE	
	Common types of mental ill health (e.g. anxiety and depression)		HT1		CIT				
	How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health		HT1		CIT				
	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness		HT1		CIT				
Internet safety and harms	The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image for their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online		HT5	CIT					
	How to identify harmful behaviours online (including bullying, abuse, or harassment) and how to report, or find support, if they have been affected by those behaviours		HT5	CIT					



Theme	Pupils should know...	Is this taught?	When (e.g HT1...HT6)	Y7	Y8	Y9	Y10	Y11
Physical health and fitness	The positive associations between physical activity and promotion of wellbeing, including as an approach to combat stress		HT1 Ongoing	PE	CIT PE	PE	PE	PE
	The characteristics and evidence of what constitutes a healthy lifestyle, maintaining and healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health		HT1 Ongoing	PE	SCI diet CIT PE	SCI canc /CHD PE	PE	PE
	About the science relating to blood, organ, and stem cell donation		GCSE PE			SCI	PE	PE
Healthy eating	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer		GCSE PE		SCI FT	FT	PE	FT PE
Drugs, alcohol and tobacco	The facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions		GCSE PE	SCI				PE
	The law relating to the supply and possession of illegal substances		HT1			CIT		
	The physical and psychological risks associated with alcohol consumption in adulthood			SCI phys				
	The physical and psychological consequences of addiction, including alcohol dependency		HT1			CIT		
	Awareness of the dangers of drugs which are prescribed but still present serious health risks		HT1			CIT		
	The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so				SCI harm			



Theme	Pupils should know...	Is this taught?	When (e.g HT1...HT6)	Y7	Y8	Y9	Y10	Y11
Health and Prevention	About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics			PE	FT PE	SCI FT PE	FT	
	About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist		HT1			CIT		
	the benefits of regular self-examination and screening		HT1			CIT		
	The facts and science relating to immunisation and vaccination					SCI		
	The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood, and ability to learn		HT1 HT1 GCSE PE		CIT TP	PE	PE	PE
Basic first aid	Basic treatment for common injuries		GCSE PE					PE
	Life-saving skills, including how to administer CPR							
	The purpose of defibrillators and when one might be needed							
Changing adolescent body	Key facts about puberty, the changing adolescent body and menstrual wellbeing			SCI		FT		FT
	The main changes which take place in males and females, and the implications for emotional and physical health		HT1		CIT			



Glenmoor & Winton Academies

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