



## **RELATIONSHIPS & SEX EDUCATION POLICY**

The Governors' policy on Relationships and Sex acknowledges that the school has a role complementary and supportive to that of parents. Sex Education is delivered in a manner which encourages due regard for legal and moral considerations and the value of family life.

Relationships and Sex Education is a key part of helping children and young people to stay safe, make healthy and positive choices and to be well prepared for life in modern Britain. This policy outlines the legal framework around Relationships and Sex Education for our pupils, how the curriculum is planned and how it is monitored, and quality checked. Parents should be aware that all secondary schools have to uphold the legal duties set out in the Equality Act 2010 and do not discriminate against any member of the school community.

The content and organisation of the RSE programme is informed by the DfE Guidelines (circular No. 11/87), the Education (No. 2) Act 1986, the 1993 Education Act and the Sex and Relationship Education Guidance (DfE 2019). This guidance has been updated, based on statutory requirements, and these changes will be taught from the 2026-2027 academic year. It also takes into consideration Keeping Children Safe in Education, Equality Act 2010, and the SEND code of practice 2015.

### **Statement of intent/ Vision:**

We know that students nowadays are growing up in an increasingly complex world and are learning to live their lives both on and offline. This presents many positive and exciting opportunities but also challenges and risks. Our vision is for all our students to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way. We want our students to learn how to manage their own mental and physical wellbeing, to develop resilience and character and for them to become happy, successful and productive members of society. We want our students to develop personal attributes including kindness, integrity, honesty and generosity.

### **Aims**

1. To support pupils through their physical, emotional and moral development.
2. To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and wellbeing.
3. To help pupils to move more confidently and responsibly into adolescence.
4. To help pupils to learn about the full range of different relationships in modern Britain.
5. To help pupils to keep themselves safe from inappropriate behaviour.
6. To generate an atmosphere where questions of a sexual nature can be asked and answered openly without embarrassment and trust and confidentiality are ensured.
7. To enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making.
8. To enable pupils to understand the impact of external factors, such as the media (including social media), the internet, peer groups and remain independent decision-makers.
9. To enable pupils to develop the ability to form positive, non-exploitative relationships.
10. To enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others.
11. To enable pupils to understand the process of human reproduction.
12. To emphasise the role and the value of family life.
13. To enable pupils to know what is and what is not legal in matters relating to sexual activity.

14. To inform pupils of where they can go for further information and advice.
15. To develop self-confidence and self-esteem in pupils.
16. To allow pupils to understand and express their gender and sexuality without fear or discrimination.
17. To have an awareness of and to make informed decisions related to local safeguarding issues.
18. To understand how to critically analyse whether a view reinforces hurtful stereotypes or discrimination.

### Values

1. Respect for oneself and other people.
2. Being aware of consequences and taking responsibility for one's actions in all situations.
3. Honesty and loyalty in relationships.
4. The importance and responsibilities of the family unit for all members.
5. Sensitivity towards the needs and views of others.
6. To recognise the physical, emotional and moral implications, and risks, of certain types of behaviour.
7. To recognise and challenge stereotypes and respect the differences and sexuality of others.
8. To develop resilience and character in the face of rapidly-changing cultural landscapes.

### Coordination and Implementation

The Headteacher and the senior member of staff who line manages PSHE will oversee the planning of the programme of content for Relationships and Sex Education to ensure it is age appropriate, meets all statutory guidance and is taught well.

### Working with parents

The partnership with parents is extremely important to us at Glenthorne. We want to maintain and further build a positive and supporting relationship with parents of pupils at the school through mutual understanding, trust and cooperation.

In promoting this objective, we:

- Inform parents about the school's Relationship and Sex Education policy and practice.
- Answer any questions that parents may have about the Relationship and Sex Education of their son or daughter.
- Inform parents about the best practice regarding Relationship and Sex Education.
- Inform parents when this is being delivered.

The school believes that, through this mutual exchange of knowledge and information, pupils will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

We will offer meetings for parents and carers of pupils to discuss the programme of Relationship and Sex Education lessons. We will explain what the issues are and how they are taught and give parents and carers the opportunity to see that materials the school uses in its teaching. This information will be available online with a presentation explaining the new RSE curriculum. There will be an opportunity for parents to ask questions and comment on the curriculum.

Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum **up to and until three terms before the age of 16**. After that point, the guidance states that *'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms'*. If you have any concerns about what is covered, please contact the Personal Social Health Education (PSHE) Subject Leader.

## **Content and Organisation**

The content will be appropriate to the maturity of the students concerned and the need to provide good advice about personal relationships, including sexual matters. The discussion of specific issues will be governed by the principles of balance and objectivity.

There are three core themes throughout our curriculum, and they build on the primary curriculum. They are taught at the right stage relating to maturity, religious and cultural needs of our school community. The three core themes are health and wellbeing, living in a wider world and relationships. Below is a list of the topics which are covered within each year group.

### **Year 7:**

Topics covered include:

- Transition & Relationships including building good relationships and bullying vs banter
- Health & Puberty, including personal hygiene, menstrual and gynaecological health and FGM
- Developing Skills & Aspirations to include careers and challenging career stereotypes
- Decision Making including dental hygiene, healthy eating and the link between poor diet and health risks
- Relationships & Diversity including different types of marriage and the role of family
- Online Relationships, online scams and cyberbullying

### **Year 8:**

Topics covered include:

- Emotional Wellbeing and how to talk about emotions sensitively
- Drugs & Alcohol, including caffeine, alcohol, smoking and vaping, consisting of the facts between legal and illegal drugs and associated risks
- Community & Careers and goal setting, linked to the Year 8 GCSE Options process
- Discrimination and prejudice
- Healthy Relationships including consent and commitment
- Unhealthy Relationships including abuse
- Loss, grief and bereavement

Year 8 will have one PSHE Immersion Day on Government & Politics and one Destinations Day, supporting their goal setting and future planning.

### **Year 9:**

Topics covered include:

- Healthy Lifestyle including diet, first aid and mental health
- Media Influence including fake news
- Inclusivity Project
- Respectful Relationships including sexting and forced marriage
- Intimate Relationships including consent, contraception and STIs

Year 9 have one PSHE Immersion Day on RSE and Crime.

Year 9 will also have a session taken by the School Nurse in the Summer Term, if available.

### **Year 10:**

Topics covered include:

- Exploring Influence, including revision of the facts and laws about alcohol, as well as the facts and laws about various legal and illegal drugs
- Addictions/Online Safety including pornography and gambling
- Addressing Extremism & Radicalisation
- Careers including employability skills
- Risk including CSE, grooming, consent and the law

Year 10 will have a session taken by the School Nurse in the Autumn Term, if available.

### **Year 11:**

Topics covered include:

- Exam Preparation & Stress
- Health & Wellbeing including cancer self-examination
- Philosophy, Religion & Ethics
- Careers including CV writing, payslips and tax

### **Year 12/13**

Topics covered include:

- Healthy relationships
- Drugs
- Careers and financial education
- Transition to adulthood
- First Aid
- Personal Safety
- Philosophy, Religion & Ethics

### **Science:**

#### **Key stage 3 – Reproduction**

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproduction systems, menstrual cycle, gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.
- Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

#### **Key stage 4**

- Communicable diseases include sexually transmitted infections in humans (including HIV/ AIDs).
- Non communicable diseases.
- Principles of hormone coordination and control in humans.
- Hormones in human reproduction, hormonal and non-hormonal methods of contraception.

### **PE:**

#### **Key stage 3**

- Effects of exercise on the body
- Communication and teamwork within mixed groups

#### **Key stage 4**

- Body systems
- Gender issues in sport
- Effects of exercise on the body
- Communication and teamwork within mixed groups

**Relationships and Sex Education** is coordinated, monitored and assessed by the PSHE Subject Leader and delivered through:

- Themes and topics within lessons
- Religious Studies
- Science curriculum
- PE curriculum
- Pastoral time including Tutor Time, the Tutor Time Wellbeing programme, Fit for FEET Tutor Time activities (see independent learning policy) and assemblies.
- PSHE & SMSC
- Immersion days

Crime and Relationships Immersion Day:

- Pregnancy and contraception
- Commitment and the promotion of positive relationships
- Coercive behaviour in relationships
- Sexually Transmitted Infections

The context and delivery of Relationships and Sex Education has been discussed with focus groups of parents and students and their views are reflected in our policy and practice.

### **Teaching**

- Relationships and Sex Education is taught in an atmosphere of mutual trust and respect.
- Where possible, use will be made of the expertise of the local community Health Service, the School Nurse, general practitioners, health promotion units, youth workers and other speakers to deliver aspects of the programme. Visitors will be used as a resource, not to replace the teacher.
- Where issues related to personal relationships and sexual matters arise outside the planned programme, they will be dealt with according to the general spirit of the school policy.
- For some aspects of the programme, students may be taught in single sex groups
- General information about contraception is provided in PSHE lessons; teachers cannot give individual advice on contraceptive matters without parental knowledge and consent. The School Nurse can give individual advice without parental permission although parental involvement is encouraged.
- Where discussions give rise to concerns for the welfare of a student, teachers will contact the relevant Designated Safeguarding Lead and the procedures explained in the Child Protection policy will be followed.
- It will be made clear to students that teachers cannot offer unconditional confidentiality and why matters of concern have to be passed onto the appropriate person. The School Nurse can offer unconditional confidentiality except in matters of Child Protection.

### **Training**

Staff will receive training that equips them with the knowledge and understanding to deliver Relationships and Sex Education lessons with sensitivity, age appropriateness and taking into account the religious and cultural beliefs of all families and the wider school community.

### **Review and Evaluation**

The delivery of the PSHE programme will be reviewed on an annual basis by the Governors' Curriculum Committee based on the observations by the PSHE Co-ordinator, Heads of Year and outside experts.

This policy will be monitored by the Senior Leadership Team and the Governing Body throughout the year and reviewed on an annual basis.

Review date: **June 2026**

The next review will be in July 2027