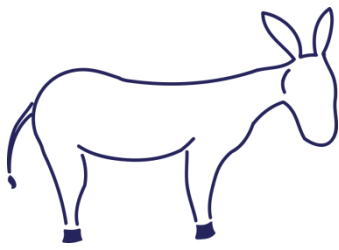


RELATIONSHIPS and SEX EDUCATION POLICY

Reviewed by	Lynne Duffy (CEO)
Reviewed	March 2025
Next Review Due	March 2026

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Aim

Relationships and Sex Education at Gloverspiece aims to support young people through their physical, emotional and moral development from childhood to adolescence and into adulthood. We believe that Relationship and sex Education is an essential part of a broad and balanced curriculum. It is delivered to all students in accordance with the requirements of the DfE Sex and Relationships Education Guidance (2000) and the more recent Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 which are made under sections 34 and 35 of the Children and Social Work Act 2017.

We intend to:

- Give all students objective and accurate information concerning sexual relationships
- Equip them to make considered decisions about their own relationships
- Encourage them to respect the needs and rights of others
- Foster a sense of moral responsibility
- Develop the skills to avoid unwanted sexual experiences
- Provide a knowledge of how the human body functions and how it develops so that students understand the changes that are happening to their bodies and how these will affect them
- Develop self-esteem, self-awareness and communication skills
- Provide support and information for young people and their parents
- Provide a secure environment where issues can be explored
- Provide opportunities for students to talk with adults, who are prepared to engage with them about issues that are concerning them
- Encourage students to accept that others' sexuality may be different from their own
- Teach students about aspects of the law regarding sexual relationships and sexuality
- Provide a framework in which sensitive discussions can take place
- Create a positive culture around issues of sexuality and relationships

RSE in Key Stage 3

At this age students are going through the early stages of puberty. The topics covered are:

- Changes to the body, emotions and mental health during puberty
- Human fertility
- Contraception
- Personal responsibility for Health (e.g. personal hygiene, healthy habits, internet use)
- The menstrual cycle
- Sexual Relationships and an individual's health (including STIs, HIV and AIDs)
- Introduction to consent and thinking about personal boundaries and how to set them
- The effect of the media and the internet on body image

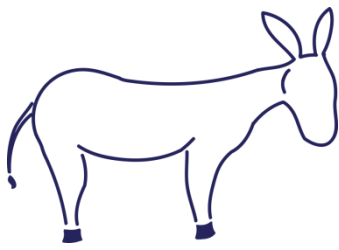
Lessons will be further developed as a result of student feedback and requests.

How will we ensure inclusion and differentiate learning?

We will identify students' different starting points and ensure that all students' situations are understood. We will require students to respect and appreciate many different viewpoints and use these to inform their own decisions.

The Involvement of Parents and Carers.

We are committed to working with parents and carers. We will offer support by:



- Making this document available on the school website, on the app and by providing hard copies
- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE up to and until 3 terms before the child turns 16. Requests for withdrawal should be put in writing, using the form in Appendix 2 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. Alternative work will be given to pupils who are withdrawn from sex education.

How will we ensure the curriculum is balanced?

Consistent with the values already described, we will ensure that students are offered a balanced programme that includes many different viewpoints to particular situations. When looking at particular issues (such as contraception) students will be taught that different groups hold to different principles. Exploring different viewpoints does not mean that the school supports that viewpoint.

How will we ensure that our equalities obligations are fulfilled?

Under the Equalities Act 2010 Gloverspiece Minifarm and School must strive to do the best for all students, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children. As well as being given knowledge and information, students will be encouraged to respect diversity. Staff teaching Relationships and Sex Education will be expected to do the same. They will not let any differing personal beliefs and attitudes influence their teaching. All prejudicial views and discrimination will be challenged and dealt with in line with the school's policies. We will review this policy every year or in light of issues that come up in the local area or in light of national or legal considerations.

Who will be responsible for teaching the programme?

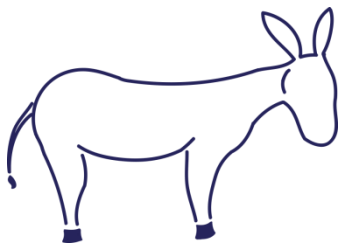
The programme will be led by Jo Evans, Head of PSHE.

Teachers and support staff should act with professional judgement and respect students' and parents' views and sensitivities. The curriculum will also complete some work on responsible use of the internet as well as moral choices involved. A variety of approaches are used to give students relevant information, enabling moral issues to be explored through discussion and to allow acquisition of appropriate skills. A safe environment for discussion is created by the use of ground rules and distancing techniques. All staff at Gloverspiece recognise the importance of listening to the concerns of young people, particularly those who may find it more difficult to express emotions.

How will students' questions be answered?

Students will have the opportunity to ask questions both openly and in an anonymous way. For example, both the boys and girls have an opportunity to ask questions that may be concerning them by submitting them on a piece of paper.

How will children who are thought to be at risk be supported?



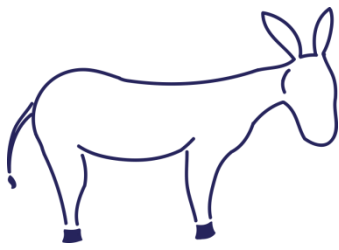
Students are deemed to be at risk if they are:

- Involved in situations where they can endanger themselves or others
- Involved in situations where they are being exploited or are exploiting others
- Victims of abuse, physical/sexual or emotional – this would require referral to the Designated Member of Staff for Safeguarding Children. If a teacher learns from a student under 16 years of age that he/she is having or contemplating sexual intercourse the teacher should take steps to ensure that:
 - Wherever possible the young person is persuaded to talk to their parent/carer
 - The young person understands the need for advice on sexual health and is given precise information about where he/she can access confidential contraception advice and services
 - Child protection issues are addressed and the Child Protection officer in school informed.

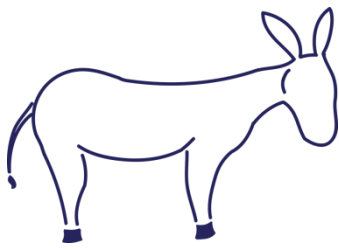
Appendix 1:

By the end of secondary education, pupils should know:

- 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
- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
- Respectful relationships, including friendships
- 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 (nonsexual) 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
- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online Being safe
- 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
- 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

Appendix 2:

Parent/carers form: withdrawal from sex education within RSE –

TO BE COMPLETED BY PARENTS

Name of child, name of parent, date

Reason for withdrawing from relationships and sex education

Any other information you would like the school to consider

Parent signature

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents/carers

Include notes from discussions and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationship lessons and during the sex education lessons, he will be working independently on a project in the library