



Glenmoor & Winton Academies

High Achievement – High Standards

Part of United Learning

Relationship and Sex Education (RSE) and Health Education Policy

Definitions of Relationships Education and Sex Education (RSE/RSHE)

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 students.

Relationships Education includes teaching about:

- Families and committed relationships
- Friendships and respectful relationships
- Boundaries, consent and communication
- Online safety and digital behaviours
- Sexual harassment and sexual violence
- Safeguarding and personal safety

Relationships Education does not describe the detail of sexual activity and parents do not have the right to withdraw their child from Relationships Education.

Sex Education includes teaching about:

- Sexual activity and sexual decision-making
- Contraception and safer sex
- Sexually transmitted infections (STIs)
- Sexual health services
- Pregnancy choices
- Sexual consent within intimate relationships

United Learning RSE Statement and Guiding Principles

- Glenmoor and Winton Academies are committed to high-quality, evidence-based Relationships, Sex and Health Education (RSE) that supports children and young people to build positive relationships, protect their wellbeing and keep themselves and others safe
- Our RSE curriculum is values-led and promotes kindness, respect, honesty, integrity, courage and trustworthiness. Through RSE, students develop the knowledge, skills and understanding needed to make informed decisions, develop healthy relationships, respect themselves and others, and move confidently from childhood into adolescence and adulthood

Our approach is underpinned by the following principles:

- Student voice helps shape and review the curriculum
- Parents are consulted and provided with opportunities to understand curriculum content
- Learning is carefully sequenced and age-appropriate
- Teaching is delivered by trained staff and appropriately vetted external partners
- RSE reflects the needs of our local community and students
- RSE forms part of a whole-school approach to safeguarding, behaviour and wellbeing

How will RSE and Health education 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 safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

The DfE also suggests broad themes to Health Education. These are:

- Mental wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention, and understanding the healthcare system
- Personal Safety
- Developing bodies

RSE is delivered through Citizenship, Science, Physical Education, Ethics lessons, assemblies, tutor activities and specialist external providers where appropriate. The curriculum is sequenced to ensure that learning builds progressively from Year 7 to Year 11 and that students receive teaching before key issues are likely to arise. Teachers delivering this content 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 students feel safe in their learning and happy to ask questions about the topics.

We also use Sexual Health Dorset to deliver sessions at KS4. These sessions are delivered by expert sexual health nurses.

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 Academy promotes meaningful, positive, and healthy relationships
- 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 and Health education curriculum:

Glenmoor and Winton Academies delivers RSE and Health education 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 students should have access to RSE and Health education that is relevant to their needs. To achieve this, our approach to RSE and Health education will take account of:

- SEND students (special educational needs or disabilities), students with learning, or emotional or behavioural difficulties require certain RSE needs when certain topics are being taught. We will ensure that RSE and Health education 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. Teaching may be adapted by visual supports, simplified but accurate language, structured discussion activities, pre-teaching of key vocabulary, additional processing time and other strategies appropriate to individual needs. These adaptations support access to learning without reducing the expectations of the curriculum.

- Some of our students will go on to define themselves as LGBTQ+. Some students may have LGBTQ+ parents or carers, brothers or sisters, other family members and/or friends. All our students 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.
- The Academies respect the diversity of religious and cultural beliefs represented within the school community. Teaching will remain balanced, objective and respectful whilst ensuring that all statutory curriculum requirements are met. Students are encouraged to consider a range of perspectives whilst developing respect for the beliefs and values of others.
- The delivery of RSHE also supports the promotion of British Values, particularly mutual respect and tolerance of those with different faiths, beliefs and backgrounds.

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

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

Evidence of the teaching of RSE and Health Education is collected via learning walks, collated resources and student work. As part of quality assurance processes, leaders monitor curriculum coverage, sequencing, student experience and teaching effectiveness. Student, parent and staff feedback are used to inform curriculum developments.

Students will be consulted on the delivery and effectiveness of the lessons.

The school will consult with parents annually upon policy review.

As a part of the United Learning survey, students will be given an opportunity to comment on their experiences of RSE. Responses from students are discussed at senior level and actions agreed in response.

Parental Rights and the Curriculum

Parents do not have the right to withdraw their child from the relationships or health education, nor can they be withdrawn from topics as part of the National Science Curriculum that relate to Relationships and Sex education and Health education. The DfE's statutory requirements mean schools must legally teach these topics, and the National Science Curriculum is statutory.

At KS3 and KS4 this includes teaching about sexual reproduction in humans, for example the structure and function of the male and female reproductive systems, puberty, menstrual cycle, menopause, gynaecological health, endometriosis, gametes, fertilisation, gestation, birth, and HIV/AIDS.

As part of the Being Safe requirements, this will include topics such as the concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence. 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. Forced marriage, the law regarding strangulation and suffocation, sexual exploitation, criminal exploitation and abuse, grooming, financial exploitation, and the law regarding consent.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. For example, parents cannot withdraw from any content relating to consent, personal safety or their legal rights.

If a parent wishes to withdraw their child from aspects of the sex education elements of the programme, then they need to write a letter to the principal stating their reasons for the request. Following a request for withdrawal, the principal will meet with the parent and, where appropriate, the student, to ensure that the nature and purpose of the curriculum are fully understood. During this meeting the benefits of receiving the education, the potential consequences of withdrawal and the alternative arrangements that will be provided by the school will be discussed.

It is important to understand that the principal can refuse a request in exceptional circumstances, for example because of safeguarding or a pupil's specific vulnerability. This is in line with statutory guidance.

From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal. For example, if a pupil turns 16 during the autumn term, the pupil can opt back into sex education at any time after the start of the previous autumn term. This is in line with statutory guidance. It is important that if you have withdrawn your child and they fall in this category, we are under a statutory obligation to ensure students know that this is an option.

Staff are informed of withdrawal arrangements on a need-to-know basis. Students withdrawn from Sex Education will receive purposeful and appropriate alternative educational provision during these lessons.

Everyone has relationships with others, and most pupils will develop sexual relationships at some point in their lives. Relationships education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe. Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms.

Relationships education will therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. Similarly, good safeguarding practice requires young people to understand the correct terms for different parts of the body, including genitalia and to be able to confidently use these terms. This reflects established best practice when it comes to giving children the knowledge they need to stay safe, including the ability to identify and report signs of abuse, while reducing stigma.

Glenmoor and Winton Academies ensures that parents/carers are:

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

Parents may request access to curriculum overviews and lesson materials by contacting the RSE Lead, Amy Ringrose, or the principal, Leon Lima, directly.

Safeguarding and Confidentiality

We make it clear to students what our procedures are regarding 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.

The RSE policy supports our school's approach to safeguarding and links to the school safeguarding policy informed by other policies and statutory and non-statutory guidance for schools. For instance, the DfE's Keeping Children Safe in Education 2025 statutory guidance. Teachers are aware that effective RSE can at times lead to a disclosure of a child protection issue.

- Teachers will consult with the designated safeguarding lead and in their absence their deputies.
- The protocol for inviting visitors/external agencies into lessons is that they will be required to sign in and out and be escorted around the building by a member of staff in line with the GW safeguarding policy.
- Visitors/external agencies supporting the delivery of RSE will be required to sign in and out and be escorted around the building by a member of staff in line with the GW safeguarding policy.

Safeguarding: Responding to student questions

Students are encouraged to ask questions during RSE lessons. Staff will answer questions in an age-appropriate, factual and balanced way.

Where questions fall outside the planned curriculum or are not appropriate to answer within a classroom setting, staff may signpost students to appropriate sources of support, discuss the matter with pastoral staff, or encourage discussion with parents or carers where appropriate.

Any safeguarding concerns arising from student questions or discussions will be dealt with in accordance with the school's safeguarding procedures.

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

Complaints

Any concerns or complaints relating to the delivery of Relationships, Sex and Health Education will be managed in accordance with the school's published Complaints Policy.

RSE and Health education 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*, 2025), written by the lead of RSE in the Academies, and approved by the principal.

As part of effective RSE provision, the RSE and Health education policy should be reviewed annually, or sooner if statutory guidance changes or amendments are required.

DofE Further information

[**Relationships Education, Relationships and Sex Education and Health Education guidance**](#)

[**New RSHE guidance: what parents need to know – The Education Hub**](#)

Completed by A Ringrose	July 2026
Approved by Governors:	September 2026
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