



# Sex and Relationships Education Policy (SRE)

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## **1. AIMS**

The aims of relationships and sex education [RSE] at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

## **2. STATUTORY REQUIREMENTS**

At Wexham School we teach RSE as set out in this policy and by the Department for Education, section 403 of the Education Act 1996 and Section 80A of the Education Act 2002.

## **3. DEFINITION**

- RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity
- RSE involves a combination of sharing information, and exploring issues and values
- RSE is not about the promotion of sexual activity.

## **4. CURRICULUM**

Our curriculum is set out as per Appendix 1 but may need to be adapted as and when necessary.

## **5. DELIVERY OF RSE**

RSE is taught within the Personal, Social, Health and Economic [PSHE] education curriculum. Biological aspects of RSE are taught within the Science curriculum and are compulsory to all students, and other aspects are included in Religious Education [RE].

Students also receive stand-alone sex education sessions delivered by a trained health professional.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances [families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures] along with reflecting sensitively that some children may have a different structure of support around them [for example: looked after children or young carers].

## **6. ROLES AND RESPONSIBILITIES**

### **The Board of Governors**

The Board of Governors will approve the RSE policy, and hold the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the School, and for managing requests to withdraw students from non-statutory components of RSE [see Section 8].

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory 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.

### **Students**

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **7. PARENTS' RIGHT TO WITHDRAW**

Parents have the right to withdraw their children from the non-statutory components of sex education only, 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 3 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The PSHE Lead will discuss the request with parents and take appropriate action.

Alternative work, to be completed outside the classroom, will be given to students who are withdrawn from Sex Education.

## **8. TRAINING**

Staff are trained on the delivery of RSE as required. Visitors from outside the School, such as school nurses or sexual health professionals, will be invited to provide support and training to staff teaching RSE and to teach aspects of RSE to our students.

## **9. MONITORING ARRANGEMENTS**

The delivery of RSE is monitored by the Senior Leadership PSHE Lead through joint Curriculum planning, Work Scrutiny and Learning Walks.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Senior Leadership Team PSHE Lead every three years. The policy will be approved by The Board of Governors.

## APPENDIX 1: PSHCE Curriculum Overview

Subject: PSHCE

Year Group: 7

| Term | Content                | Skills   | Knowledge   | Links to other subjects    |
|------|------------------------|--|---|----------------------------|
| 1    | <b>British Values</b>  | <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p> <p>Debate: Students understand how to engage in an effective formal discussion on a particular matter.</p> <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p> <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p> | <ul style="list-style-type: none"> <li>• What are the Key British Values?</li> <li>• How do we live by them?</li> <li>• Why are they important?</li> </ul> <p>Where can they be seen in school, local community and wider society?</p>  | RS<br>History<br>Geography |
| 2    | <b>Bullying</b>        | <p>Coping strategies: Students develop the skills required to deal effectively with difficulties including stress and anxiety</p> <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p>  | <ul style="list-style-type: none"> <li>• What is bullying?</li> <li>• What are strategies to deal with bullying?</li> <li>• What are the effects of bullying?</li> <li>• Why do people bully?</li> </ul>  | RS<br>PE                   |
| 3    | <b>Puberty (RSE)</b>   | <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p> <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p>  | <ul style="list-style-type: none"> <li>• What is puberty?</li> <li>• What changes does the body go through?</li> <li>• How does it affect our emotions?</li> <li>• What are relationships?</li> <li>• What makes a healthy relationship?</li> </ul> <p>How can we cope with confusing feelings?</p> | Science<br>PE              |
| 4    | <b>Risky Behaviour</b> | <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.</p>   | <ul style="list-style-type: none"> <li>• What is peer pressure?</li> </ul>  | Science<br>PE              |

|   |                        |  |  |                       |
|---|------------------------|--|--|-----------------------|
|   |                        | <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p> <p>Debate: Students understand how to engage in an effective formal discussion on a particular matter.</p> <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p> <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p>  | <ul style="list-style-type: none"> <li>• How can we deal peer pressure?</li> <li>• What are the risks associated with smoking?</li> <li>• What are the risks associated with illegal drugs?</li> </ul> |                       |
| 5 | <b>Community</b>       | <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p> <p>Debate: Students understand how to engage in an effective formal discussion on a particular matter.</p> <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p> <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p> | <ul style="list-style-type: none"> <li>• What is a community?</li> <li>• How can we contribute to our communities?</li> </ul> <p>How can we look after the school and local environment?</p>           | English History       |
| 6 | <b>Growth Mind-set</b> | <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p>  | <ul style="list-style-type: none"> <li>• What is growth mind-set?</li> <li>• How can we learn to fail forwards?</li> </ul> <p>How can we try new methods of learning?</p>                              | English History<br>PE |

| Subject: PSHCE |                                    | Year Group: 8  |   |                          |
|----------------|------------------------------------|--|---|--------------------------|
| Term           | Content                            | Skills   | Knowledge   | Links to other subjects  |
| 1              | <b>Diversity and Tolerance</b>     | <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p> <p>Debate: Students understand how to engage in an effective formal discussion on a particular matter.</p> <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p> <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p> | <ul style="list-style-type: none"> <li>• What is diversity?</li> <li>• What makes someone racist?</li> <li>• What is an asylum seeker?</li> <li>• Why is equality so important?</li> </ul>  | English<br>History<br>RS |
| 2              | <b>RSE</b>                         | <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p> <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p>  | <ul style="list-style-type: none"> <li>• What is Honour Crime?</li> <li>• What is FGM?</li> <li>• What is consent? Why is it important?</li> </ul>  | RS                       |
| 3              | <b>Mental Health / Mindfulness</b> | <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p> <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p>  | <ul style="list-style-type: none"> <li>• What is mental health?</li> <li>• What are symptoms of mental illness?</li> <li>• What are effective mindfulness techniques?</li> <li>• What can we do if we are suffering from poor mental health?</li> </ul> | Science<br>PE            |
| 4              | <b>Money Management</b>            | <p>Coping strategies: Students develop the skills required to deal effectively with difficulties including stress and anxiety</p>  |   | Maths                    |

|   |                                    |  |   |                            |
|---|------------------------------------|--|---|----------------------------|
|   |                                    | <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p>   | <ul style="list-style-type: none"> <li>• What is the difference between debit and credit?</li> <li>• How do you budget?</li> <li>• What is debt?</li> <li>• How can you save effectively?</li> </ul>              |                            |
| 5 | <b>E-Safety / Extremism</b>        | <p>Coping strategies: Students develop the skills required to deal effectively with difficulties including stress and anxiety</p> <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p>   | <ul style="list-style-type: none"> <li>• How do we stay safe online?</li> <li>• What are the risks of the internet?</li> <li>• What is extremism?</li> </ul> <p>What are the warning signs of radicalisation?</p> | History<br>RS              |
| 6 | <b>Rights and Responsibilities</b> | <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p> <p>Debate: Students understand how to engage in an effective formal discussion on a particular matter.</p> <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p> <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p> | <ul style="list-style-type: none"> <li>• What are our rights and responsibilities?</li> <li>• What are Human rights?</li> </ul> <p>How are Human Rights applied?</p>  | History<br>RS<br>Geography |

**Subject: PSHCE Year Group: 9**

| Term | Content                  | Skills   | Knowledge  | Links to other subjects                   |
|------|--------------------------|--|--|---|
| 1    | <b>Crime and Society</b> | <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p> <p>Debate: Students understand how to engage in an effective formal discussion on a particular matter.</p> <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p> <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p> | <p>What is crime?</p> <p>What are its effects?</p> <p>Why do people commit it?</p> <p>What are the punishments?</p> <p>How do the courts work?</p>                     | <p>RS</p> <p>Geography</p>                |
| 2    | <b>Politics</b>          | <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p> <p>Debate: Students understand how to engage in an effective formal discussion on a particular matter.</p> <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p> <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p> | <p>How does the British political system work?</p> <p>Who are the main parties?</p> <p>What are the important political issues for young people in your community?</p> | <p>History</p> <p>RS</p> <p>Geography</p> |

|   |  |  |  |                                       |
|---|--|--|--|---------------------------------------|
| 3 | <b>RSE</b>                             | <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p> <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p>  | <p>What is a relationship?</p> <p>What are STIs and their symptoms?</p> <p>What are the different types of contraception?</p> <p>What are options when pregnant?</p> | Science                               |
| 4 | <b>Current Affairs / Global Issues</b> | <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p> <p>Debate: Students understand how to engage in an effective formal discussion on a particular matter.</p> <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p> <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p> | <p>What is life like around the world for different groups of people?</p> <p>Case studies:</p> <p>Afghanistan<br/>Uganda<br/>North Korea<br/>Syria</p>               | English<br>History<br>RS<br>Geography |
| 5 | <b>Drugs and Alcohol Education</b>     | <p>Coping strategies: Students develop the skills required to deal effectively with difficulties including stress and anxiety</p> <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p>   | <p>How can you recognise illegal drugs?</p> <p>How can you minimise the risks?</p> <p>What are their affects?</p>  | Science<br>PE                         |
| 6 | <b>First Aid</b>                       | <p>Coping strategies: Students develop the skills required to deal effectively with difficulties including stress and anxiety</p>  | <p>What is first aid?</p> <p>Learn First Aid techniques including:</p>   | Science<br>PE                         |

|  |  |  |                      |  |
|--|--|--|----------------------|--|
|  |  | <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p> | CPR, Burns, Bleeding |  |
|--|--|--|----------------------|--|

Subject: PSHCE

Year Group: 10

| Term | Content                         | Skills   | Knowledge   | Links to other subjects    |
|------|---------------------------------|--|---|----------------------------|
| 1    | <b>Preparing for the future</b> | <p>Coping strategies: Students develop the skills required to deal effectively with difficulties including stress and anxiety</p> <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p>   | <p>What are your future goals?</p> <p>What are options after Year 11?</p> <p>CV writing</p> <p>Interview practice</p> | Careers                    |
| 2    | <b>Human Rights</b>             | <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p> <p>Debate: Students understand how to engage in an effective formal discussion on a particular matter.</p> <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p> <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p> | <p>What are Human Rights?</p> <p>Why are they important?</p> <p>What are your rights in the workplace?</p>            | History<br>RS<br>Geography |
| 3    | <b>Money Management</b>         | <p>Coping strategies: Students develop the skills required to deal effectively with difficulties including stress and anxiety</p>  | <p>How can you manage your money effectively?</p>   | Business<br>Maths          |

|   |                            |  |  |                                     |
|---|----------------------------|--|--|-------------------------------------|
|   |                            | <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p>   | <p>Why must you be aware of debt and short term loans?</p> <p>What is interest?</p>  |                                     |
| 4 | <b>Drugs Education</b>     | <p>Coping strategies: Students develop the skills required to deal effectively with difficulties including stress and anxiety</p> <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p>   | <p>How can you recognise the different drugs?</p> <p>What is addiction?</p> <p>Where can you go for advice and support?</p>              | <p>Science<br/>PE<br/>RS</p>        |
| 5 | <b>Preparing for GCSEs</b> | <p>Coping strategies: Students develop the skills required to deal effectively with difficulties including stress and anxiety</p> <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p>   | <p>How can you get prepared?</p> <p>What do you need to do?</p> <p>How can you revise effectively?</p>                                   | <p>Careers</p>                      |
| 6 | <b>Politics</b>            | <p>Teamwork: Students develop the skills necessary to work effectively and efficiently as part of a group.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p> <p>Debate: Students understand how to engage in an effective formal discussion on a particular matter.</p> <p>Questioning: Students know how to question so as to elicit information in a manner which does not cause offence.</p> | <p>What are the key political issues in Britain?</p> <p>How can you make a change?</p> <p>What impact will Brexit have on our lives?</p> | <p>History<br/>RS<br/>Geography</p> |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts. |  |  |
|--|--|--|--|--|

**Subject: PSHCE**

**Year Group: 11**

| <b>Term</b> | <b>Content</b>                        | <b>Skills</b>  | <b>Knowledge</b>   | <b>Links to other subjects</b> |
|-------------|---------------------------------------|--|--|--------------------------------|
| 1           | <b>Getting prepared for GCSE year</b> | <p>Coping strategies: Students develop the skills required to deal effectively with difficulties including stress and anxiety</p> <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p> | <p>What are my targets?</p> <p>How can I fulfil my potential?</p> <p>How can I look after my physical and mental health?</p> | Careers                        |
| 2           | <b>Study Skills</b>                   | <p>Coping strategies: Students develop the skills required to deal effectively with difficulties including stress and anxiety</p> <p>Decision making: Students understand how to reach a conclusion or resolution after consideration of issues or facts.</p> <p>Discussion: Students know how to talking about something in order to reach a decision or to exchange ideas in a civil manner.</p> | <p>What revision techniques work for me?</p> <p>How can I improve my memory?</p>   | Careers                        |

## APPENDIX 2: PARENT FORM: WITHDRAWAL FROM SEX EDUCATION WITHIN RSE

| TO BE COMPLETED BY PARENTS   |  |       |  |
|--|--|-------|--|
| Name of child  |  | Class |  |
| Name of parent   |  | Date  |  |
| Reason for withdrawing from Sex Education within Relationships and Sex Education |  |       |  |
| <br><br><br><br><br><br><br><br><br><br>   |  |       |  |
| Any other information you would like the School to consider                      |  |       |  |
| <br><br><br><br><br><br><br><br><br><br>   |  |       |  |
| Parent / Carer signature   |  |       |  |

| TO BE COMPLETED BY THE SCHOOL               |  |
|---|--|
| Agreed actions from discussion with parents |  |
| Signed                                      |  |
| Date  |  |