



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. The distinguishment and statutory requirements relating to RSE are further established by the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019. Our curriculum is designed to wholly comply with statutory requirements for RSE as outlined by the Relationships Education, Relationships and Sex Education (RSE) and Health Education 2025.

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 defined at Wexham School as education pertaining to relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. This is divided into two strands. Relationship Education is defined as anything within the school curriculum relating to personal identity, diversity, healthy lifestyles and relationships of all forms. Sexual Education is defined specifically as anything specifically related to sexual conduct that does not directly impact student health and wellbeing nor forming relationships, such as contraception and pornography. A list of topics classified under 'sexual education' can be found in Appendix 1.

RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

4. ETHOS

The ethos of RSE at Wexham School is to ensure our students are equipped with the knowledge and skills to keep themselves and others healthy and safe, especially in the context of relationships and sexual health. We believe that all students should be protected from misinformation and prepared to address sensitive topics in a truthful and respectful manner.

5. CURRICULUM

Wexham RSE Curriculum is set out as per Appendix 2, in line with 2026 statutory requirements and the Department for Education's guiding principles for relationships, sex and health education.

- As outlined throughout this policy, the RSE curriculum at Wexham has been carefully planned in consultation with all stakeholders, including parents, staff and students.
- Our RSE curriculum has also been informed by the Slough *Child and Maternal Health* Profile as well as underlying needs of each yearly student cohort.
- Our curriculum is also designed to approach sensitive topics with a view to build positive attitudes and skills and avoid stigmatisation. This may need to be adapted as and when necessary, however all shaded content will not change in its scope due to it being a legal requirement.
- Our RSE curriculum has been designed as part of a whole school approach to wellbeing and positive relationships, and has been informed by Wexham policies regarding behaviour and safeguarding.
- The Wexham RSE curriculum has been designed as a spiral curriculum, meaning that students regularly revisit learned content and add additional details at an appropriate stage in their social and emotional development.

6. DELIVERY OF RSE

- The delivery of RSE content is facilitated through the PSHCE curriculum. Furthermore, biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE). These are compulsory to all Wexham students in Key Stages 3 and 4, and PSHCE remains compulsory for all Wexham students throughout Key Stage 5.
- The delivery of RSE is led within the PSHCE curriculum by each individual form tutor via a weekly 50 minute lesson. Staff are prepared in advance through the provision of appropriate teaching resources, and additional guidance and training to develop subject knowledge and establish shared practices in the delivery of RSE content. Content taught through cross-curricular links in Science and RE is to be delivered by teachers with a subject specialism in the appropriate area and efforts will be made to ensure these sessions are complementary with the wider PSHCE curriculum.
- At Wexham, we believe that it is essential that students of all contexts are able to develop understanding of all facets of the curriculum. RSE lessons at Wexham will be differentiated by using formalised strategies outlined in the *Teaching and Learning Toolkit*, and this is embedded into lesson design and outlined in each scheme of work. Classroom teachers of RSE are expected to make adjustments based on the specific needs of students in their forms. Where appropriate, the PSHE Lead will liaise with the Autism Resource Base (ARB) and the *insert full name* (LSC) to ensure that all students have opportunities to learn and develop understanding of RSE.
- External providers may be used on occasion to further develop student understanding of sensitive topics where required. It is the role of the Leader of PSHE to ensure that any content delivered by external providers is appropriate to the needs and sensitivities of the student cohort being targeted. Any external providers will be assessed in advance of delivery to ensure that messages not aligned to the ethos of

Wexham School are not communicated to students. Parents must be notified in advance of any external providers being used in this manner and given the opportunity to request further information from the school.

Assessment and Feedback

Assessment and feedback in RSE content delivered at Wexham is informed by the PSHE Assessment and feedback policy, which is available via the Wexham School website or upon request. RSE lessons at Wexham are designed to formally assess student progress at three stages: a baseline assessment, assessment for learning in the application stage, and an endpoint assessment. It is the responsibility of classroom teachers to establish and enforce high expectations of the quality of pupils' work in RSE and to be aware of the extent to which all students have understood core ideas. Opportunities are embedded into the design of Wexham RSE curriculum to enable consolidation of understanding.

7. SAFE and EFFECTIVE PRACTICE

At Wexham, we ensure a safe learning environment through consistent use of safeguarding and behaviour protocols which are embedded across all aspects of Wexham School. Furthermore, the design and implementation of RSE at Wexham is informed by PSHE Association guidance on *Handling Complex Issues Safely in the PSHE Classroom* and *Best Practice Principles for Teaching PSHE Education*.

Safe practice is ensured through the use of distancing techniques such as scenario-based learning and anonymous question boxes in order to enable students to explore and develop understanding without connecting themselves to vulnerable contexts. Ground rules which are consistent with Wexham expectations around behaviour and conduct and agreed upon between teachers and students at the beginning of each academic year and embedded in all PSHCE lessons. In the context of delivering RSE content, these rules are re-established each lesson with additional expectations negotiated if necessary.

Students are given the opportunity to ask questions anonymously and receive prompt responses that are factually correct and age-appropriate. If a pupil's question goes beyond the RSE covered by the school or relates to sex education from which they have been withdrawn, the question is to be referred by the classroom teacher to the PSHE Lead, who will advise on responding to the student query. In situations wherein the pupil has been withdrawn from specific sex education content, the PSHE Lead will liaise with parents/carers regarding the student question if appropriate.

Lessons are also designed to be age-appropriate and accessible and inclusive for all in a manner that promotes diversity and inclusion. Students are also made aware of multiple sources of support, information and advice, and teaching staff are enabled to convey where, when, why and how students can access support. Appropriate care is taken in curriculum and lesson design to showcase all forms of gender and relationship types, including ensuring that LGBTQ+ identities are represented and respected in the context of RSE.

8. OPENESS and ENGAGEMENT

Parents are informed about the RSE policy through letters sent home in advance of RSE content being taught in PSHCE lessons, and the policy is available through the Wexham School website. Parents also have access to an exemplar sample of PSHCE lessons through the school website. Parents are also able to request further details by contacting the Wexham PSHE Lead through email or telephone, including all curriculum materials used to teach RSE. Parents can support their children develop their understanding of RSE materials through the use of Knowledge Organisers, which are uploaded to ClassCharts on a termly basis.

Pupils are engaged in the development of Wexham RSE curriculum through the conduct of student voice surveys on a termly basis. Furthermore, the PSHE Lead engages with the Student Council to gauge feedback and act upon specific concerns raised by the student body. This information is used to review and tailor our RSE program to ensure that our curriculum meets the needs of all students in our cohort in an age-appropriate manner.

9. 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.

Leader of PSHE

The PSHE lead is responsible for developing and implementing a curriculum that is fully compliant with DfE statutory requirements and meets the needs of each student. The PSHE lead is also responsible for enabling all staff to effectively deliver RSE across the school, and is accountable for student progress in RSE across all cohorts.

Staff

Staff involved in the delivery of RSE are responsible for:

- Delivering RSE in a sensitive and respectful manner
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to, and adjusting for, the needs of each individual student they are responsible for.

Staff do not have the right to opt out of delivering RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the PSHE Lead or the Headteacher.

Staff are to receive professional development regarding safe and effective RSE delivery in line with Wexham school protocol regarding curriculum and professional development (CPD). Specific sessions are to be run by the PSHE Lead in advance of RSE delivery. Additional support

and development may be enacted in emergent circumstances, which will be facilitated by the PSHE Lead using resources from the PSHE Association.

Students

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

10. 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, it is the responsibility of the individual student to consent or withdraw from RSE content. This will be established through a meeting between the PSHE Lead and the individual student. Where appropriate, the pastoral and safeguarding teams will support the student should disagreement occur between parents and pupils regarding withdrawal wherein the pupil is within 3 terms of turning 16.
- This right is restricted to aspects of the curriculum designated as sex education, as opposed to relationships and/or health education (Appendix 2).
- Requests for withdrawal should be raised to the PSHE Lead, who will be responsible for completion of the form for withdrawal (Appendix 3) after a formal meeting with the parent/carers making the request. Wexham School cannot reject a reasonable request for withdrawal from sex education. Wexham School reserves the capacity to determine whether or not an individual's grounds for withdrawal meet the necessary threshold for a reasonable request.
- A copy of withdrawal requests will be placed in the student's educational record. Alternative work, to be completed outside the classroom, will be given to students who are withdrawn from Sex Education. It is the responsibility of the PSHE Lead to ensure that alternative work is aligned with the wider PSHE curriculum and to provide a safe environment for this alternative work to be completed.

11. SAFEGUARDING

The RSE policy supports Wexham School's approach to safeguarding, as outlined by the Child Protection and Safeguarding Policy, which is available via the Wexham School website. This is also informed by Slough Safeguarding Policies and Procedures and *Keeping Children Safe in Education* (2025). This is also informed by other policies such as, but not limited to:

- Attendance
- Health and Safety
- E-Safety
- Staff Code of Conduct

Teachers are aware that effective RSE can at times lead to a disclosure of a child protection issue. All staff are routinely trained through the Wexham School safeguarding team on how to report a disclosure and are prepared in advance of sensitive RSE content to address emergent concerns and appropriately report disclosures to the Safeguarding team. The PSHE Lead is designated to cover PSHE lessons if needed to enable staff to whom a disclosure has

been made to immediately report said disclosure in person, should the disclosure be deemed to suggest short-term concerns to student wellbeing.

12. MONITORING, REPORTING and EVALUATION

Wexham School's RSE provision is monitored and evaluated by the PSHE Lead and the Senior Leadership Team Lead assigned to PSHCE. The delivery of RSE is monitored through joint curriculum planning, termly book scrutiny and learning walks. Student development in RSE is monitored by class teachers as reflected in the Assessment and Feedback Policy (Appendix 3). Feedback is regularly taken on implementation and delivery through a centralised feedback system embedded into the school's internal files sharing system.

13. 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.

14. Review

This policy will be reviewed by the Senior Leadership Team PSHE Lead every two years. It will be scrutinised and approved by the Board of Governors to ensure that it meets the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Appendix 1: Topics Classed as Non-Statutory Sex Education

Please note: This list is in an advisory stage. Some topics may change in classification after consultation with stakeholders.

Topics Designated as 'Sex Education' in Key Stage 3:

- Gauging readiness for sexual intimacy
- Understanding that sexual, intimate relationships should be pleasurable and positive
- How choices about sex can impact physical health, relationships and mental wellbeing
- The law relating to sexual consent
- The purpose and efficacy of different contraceptives
- How and where to access contraception and medically accurate advice
- Communication skills to effectively discuss contraceptive use (including condoms) with a partner
- The risks related to unprotected sex, including sexually transmitted infections (STIs) and unintended pregnancy
- How STIs are spread and how they can be prevented and treated
- The importance of regular testing for sexually active people
- How to access confidential advice and treatment regarding sexual health.

Topics Designated as 'Sex Education' in Key Stage 4:

- Understanding different types of intimacy
- The importance of mutual pleasure in intimate, sexual relationships
- How to communicate sexual consent, including not giving and withdrawing consent at any point
- Social, emotional and physical consequences (including on sexual and reproductive health) of choices people make about sex
- How to seek support if concerned about a sexual relationship
- STIs and their prevalence, including symptoms, short and long-term impacts, transmission, treatment, and the importance of regular testing
- How to respond if someone has, or may have, an STI
- Overcoming barriers to accessing sexual health services
- Where to find medically accurate information about contraception
- How to choose and access appropriate contraception, including emergency contraception
- Discussing contraception use with a partner, and asserting the right to insist its use
- To be a critical consumer of sexual health information
- How to identify and counter misinformation and disinformation in relation to sexual health advice and treatment

Appendix 3: Form For Withdrawal from Sex Education Within RSE

To Be Completed By Parents/Carers			
Name of Student:		Form:	
Name of Parent/Carer:		Date:	
Reason for Withdrawing from Sex Education within Relationships and Sex Education:			
Additional Information:			
Parent/Carer Signature:			
To Be Completed By The School			
Agreed Actions from Discussion with Parents/Carers			
Signature			
Date			

