



# **RELATIONSHIP & SEX EDUCATION POLICY**

**Version History:**

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# WYVERN RELATIONSHIP & SEX-ED POLICY

## 1. PURPOSE AND RATIONALE

The aims of Relationships and Sex Education (RSE) at Wyvern College are to:

- Help students feel positive about who they are and develop feelings of self-respect, confidence, empathy and a willingness to reflect on their experiences;
- Encourage them to enjoy healthy, safe and responsible lives and develop a strong sense of social responsibility;
- Provide a framework in which sensitive discussions can take place and support students in developing considered opinions about issues and a respect for the diversity of opinions on those issues;
- Understand the consequences of their behaviour and actions;
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Create a positive culture around issues of sexuality and relationships;
- Teach students the correct vocabulary to describe themselves and their bodies.

At Wyvern College, we define 'Relationships and Sex Education' as learning about physical, moral and emotional development that students need in order to understand their own and others sexuality. Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. It is about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality, and sexual health and a safe forum to discuss relevant issues such as sexual harassment and sexual violence.

We believe it is important to address this area of the curriculum because students have a universal entitlement to learning that will enable them to live safe, fulfilled and healthy lives.

Effective RSE is a key component in our approach to safeguarding our students through the curriculum.

Aspects of RSE are a statutory entitlement for young people at Key Stages 3 and 4 providing a comprehensive body of knowledge and understanding about sexual health to manage fertility and avoid infection.

## 2. PRINCIPLES AND CONTENT

### I. Statutory requirements

As a secondary academy we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, require all schools from September 2020 to deliver Relationships Education (in primary schools) and Relationships and Sex Education (in secondary schools).

Health Education is compulsory in all schools except independent schools.

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At Wyvern College, we include the statutory Relationships and Health Education within our whole-school Religious and Personal Studies (RPS) programme of study.

## II. Policy development

This policy has been developed in consultation with the Religious and Personal Studies staff, the Headteacher and the Trustees of the Wyvern College Academy Trust .

## III. 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.

## IV. Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

## V. Delivery of RSE

RSE is taught within the Personal, Social, Health and Education (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

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;
- Consent in sexual relationships;
- Online and media activities;
- Being safe and keeping 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; lesbian, gay, bisexual & transgender (LGBT) parents; families headed by grandparents; adoptive parents and foster parents/carers.

## VI. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education 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 College will arrange this.

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Requests for withdrawal should be put in writing and addressed to the Headteacher.

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

Alternative work will be given to students who are withdrawn from sex education.

## 3. RESPONSIBILITY FOR IMPLEMENTATION

### I. The Wyvern Trustees

The board of Trustees will approve the RSE policy and hold the Headteacher to account for its implementation.

### II. 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.

### III. Staff

The Curriculum Leader for Religious and Personal Studies (RPS) is responsible for planning the RSE curriculum and monitoring the delivery of RSE at both key stages. The RPS staff are primarily 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 should discuss this with the Headteacher and the Curriculum Leader for RPS.

### IV. Students

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

## 4. ACCOUNTABILITY

This policy is drafted by the Pastoral Deputy Headteacher. It is the responsibility of the Pastoral Deputy Headteacher to ensure that the policy is available on the college website for parents and other stakeholders.

## 5. RELATED DOCUMENTS

This policy should be read in conjunction with the college's Safeguarding and Child Protection Policy.

## 6. SUPPORTING DOCUMENTS

Education Act (1996)

Equality Act (2010)

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Keeping Children Safe in Education – statutory safeguarding guidance – September 2023

Relationships and Sex Education RSE Secondary- statutory guidance July 2019

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Spring 1	<p>Students explore the concept of self-esteem and identity and look at the effects that others, including the media, can have on this. They discuss what makes a positive relationship with their peers and body image and diversity. They also look at the physical and emotional changes that take place during puberty and how they can support each other.</p> <p>Students will be given a recap of KS2 reproduction to close any gaps from primary.</p>	<p>Anonymous question box</p> <p>PPTs/appropriate video clips/news articles</p>
Year 9	Spring 1	<p>Students explore a variety of issues surrounding sex and relationships. They begin by exploring the impact of peer pressure on relationships, what a healthy and unhealthy relationship looks like, as well as discussing legal elements, such as consent, age limits and sexting. Students also explore forms of contraception, STI's and self-examination.</p> <p>This unit helps them to recognise and manage risks, take increasing responsibility for themselves, their choices and behaviours and make positive and healthy lifestyle choices.</p>	<p>Demonstrators/condoms</p> <p>Contraception kits</p> <p>NHS resources on self-examination</p> <p>Testicle/breast models</p> <p>Science equipment for STI lesson</p> <p>Anonymous question box</p> <p>PPTs/appropriate video clips/news articles</p>
Year 11	Autumn 2	<p>Students will explore the concept of healthy relationships by looking at compatibility, family dynamics, the diversity of relationships, marriage, divorce, sexuality, forced marriage, FGM, stereotypes and healthy/unhealthy relationships.</p> <p>Students will also revisit concepts from year 9 SRE, including contraception and consent, and explore the effect of drugs and alcohol on sex and relationships.</p>	<p>Stonewall recourses, including 'Fit'</p> <p>Demonstrators/condoms</p> <p>Beer goggles</p> <p>'Cut Flowers'</p> <p>Anonymous question box</p> <p>PPTs/appropriate video clips/news articles</p>

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## Appendix 2: Programme of study

### By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children</li><li>• 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</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li><li>• The characteristics and legal status of other types of long-term relationships</li><li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li><li>• 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</li></ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"><li>• 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 (non-sexual) types of relationship</li><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>• 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)</li><li>• 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</li><li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li><li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li><li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li><li>• 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</li></ul>

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TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>



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TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

