



RELATIONSHIP & SEX EDUCATION POLICY

Version History:

Revised: June 2025

Ratified by Trustees: September 2026

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.

The College delivers RSE in line with the revised national statutory guidance. Teaching promotes healthy and respectful norms, kindness, care and ethical decision-making; develops students' understanding of consent, boundaries and power within relationships; and helps students recognise prejudice, misogyny and harmful online influences. Teaching challenges harmful ideas and behaviour without stereotyping or stigmatising groups of students.

2. PRINCIPLES AND CONTENT

I. Statutory requirements

As a secondary academy, we must provide Relationships and Sex Education (RSE) to all students under section 34 of the Children and Social Work Act 2017.

In teaching RSE, the College must have regard to statutory guidance issued by the Secretary of State under section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

WYVERN RELATIONSHIP & SEX-ED POLICY

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 secondary schools to provide RSE. The revised Department for Education statutory guidance, published in July 2025, applies from 1 September 2026.

Health Education is compulsory in all schools except independent schools.

At Wyvern College, statutory Relationships, Sex and Health Education is delivered principally through the Religious and Personal Studies (RPS) programme, which includes the College's PSHE provision, with relevant content also taught through science and other curriculum areas.

II. Policy development

This policy was revised in August 2026 to reflect the Department for Education's revised statutory guidance for Relationships Education, Relationships and Sex Education and Health Education, effective from 1 September 2026. The College recognises the requirement to proactively engage and consult parents when developing and reviewing its RSE policy, and the value of listening to students' views. Parent consultation and student voice will therefore take place during the autumn term 2026. The outcomes will be considered and this policy will be reviewed and presented to Trustees for final approval by December 2026.

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.

For the purposes of this policy, Relationships Education covers learning about healthy and respectful relationships, families, friendships, equality, safety, consent and safeguarding. Sex education within RSE includes teaching about sexual activity, sexual health and intimate relationships. This distinction is important because the parental right to request withdrawal applies only to sex education within RSE, not to Relationships Education, Health Education or statutory science.

IV. Curriculum

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

The curriculum is carefully sequenced and is age, stage and developmentally appropriate. It is adapted in response to student need, local and emerging issues, and safeguarding information. The curriculum is informed by student voice, including through the autumn 2026 review. Questions are answered factually, sensitively and in a way that is appropriate to students' age and maturity, while taking account of safeguarding responsibilities and any parental withdrawal from sex education.

V. Delivery of RSE

RSE is taught principally through the Religious and Personal Studies (RPS) curriculum, including the College's PSHE provision. Biological aspects are taught within science, and relevant themes are reinforced through Religious Education, computing and other areas of the wider curriculum where appropriate.

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;

WYVERN RELATIONSHIP & SEX-ED POLICY

- 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.

Teaching materials and external providers

Where external organisations or visitors are used, the College will check their credentials, review lesson plans and materials in advance, agree safeguarding and confidentiality arrangements, and ensure that visitors enhance rather than replace teaching by College staff.

The College is responsible for the content and quality of all RSE teaching, including material delivered by external providers. Resources will be checked in advance for accuracy, age and stage appropriateness, accessibility, balance and sensitivity to students' needs, and for consistency with this policy and statutory guidance.

SEND and accessibility

The College recognises that some students with SEND may be more vulnerable to exploitation, bullying or abuse. Content, resources and teaching approaches will therefore be adapted to students' developmental stage and individual needs without lowering expectations for their entitlement to safeguarding knowledge.

RSE must be accessible to all students, including students with special educational needs and disabilities (SEND). Teaching will be differentiated and personalised where necessary, reasonable adjustments will be made, and the College will take account of the SEND Code of Practice and preparation-for-adulthood outcomes.

Equality and respectful discussion

At secondary school, students will be taught the facts and the law relating to biological sex and gender reassignment. Where there is significant debate beyond established facts and law, staff will not present contested views as settled fact or endorse a particular viewpoint. Students will be supported to express differing views respectfully; discriminatory, bullying or abusive language is not acceptable.

RSE will be taught in accordance with the Equality Act 2010 and the public sector equality duty. Students will learn about the protected characteristics and the importance of equality, dignity and respect. Same-sex relationships and different family arrangements will be integrated appropriately within the programme rather than treated as a stand-alone topic.

Whole-school approach, safeguarding and managing questions

Students are encouraged to ask questions. Staff will answer questions factually and sensitively within the agreed curriculum. Where a question would amount to sex education from which a student has knowingly been withdrawn, staff will not use the question to deliver the withdrawn curriculum; they will provide any brief information necessary for safety or wellbeing and follow safeguarding procedures where required.

Because RSE may prompt disclosures, staff will follow the College's Safeguarding and Child Protection Policy. Students are told that staff cannot promise absolute confidentiality where a safeguarding concern is raised. External visitors must follow the same safeguarding arrangements.

RSE is part of the College's wider approach to safeguarding, behaviour, inclusion, equality, anti-bullying and online safety. Staff will challenge sexual harassment, sexism, misogyny, homophobia and other prejudice, while avoiding language that presents harmful behaviour as inevitable or representative of boys, girls or any other group.

VI. Parents' right to withdraw

Parents have the right to request that their child is withdrawn from some or all sex education delivered as part of statutory RSE. There is no right to withdraw from Relationships Education, Health Education or content taught through the statutory science curriculum.

WYVERN RELATIONSHIP & SEX-ED POLICY

Requests for withdrawal should be put in writing and addressed to the Headteacher. Before deciding a request, the Headteacher will normally discuss it with the parent and, where appropriate, the student, so that the request and the nature and purpose of the curriculum are understood.

A record of the request and discussion will be kept. In secondary education, the Headteacher may refuse a request in exceptional circumstances, for example where there are safeguarding concerns or a student has a particular vulnerability. Otherwise the request will be respected up to and until three terms before the student turns 16.

From three terms before the student turns 16, the student may choose to opt back into sex education even where a parent has requested withdrawal. A student who is withdrawn will receive appropriate, purposeful education during the period of withdrawal.

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. Trustees will also assure themselves that RSE is well led and planned, accessible to students with SEND, aligned with statutory guidance, and that parents receive clear information about curriculum content, materials, external providers and withdrawal rights.

II. The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the College, that resources and external providers are appropriately quality-assured, that safeguarding requirements are followed, and for managing parental requests for withdrawal from sex education.

III. Staff

The Curriculum Leader for Religious and Personal Studies (RPS) is responsible for planning and sequencing the RSE curriculum, monitoring its delivery at both key stages, reviewing resources and external provision, and ensuring that teaching reflects statutory guidance and the needs of students.

- 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 have requested withdrawal from sex education within 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 Headteacher, who will ensure that the policy is published on the College website and available free of charge on request. The Curriculum Leader for RPS will monitor and evaluate the quality, sequencing and accessibility of RSE, including student engagement and the suitability of resources. The interim policy will be reviewed following parent consultation and student voice in autumn 2026 and returned to Trustees for final approval by December 2026. Thereafter it will be reviewed regularly and whenever statutory guidance materially changes.

5. RELATED DOCUMENTS

WYVERN RELATIONSHIP & SEX-ED POLICY

This policy should be read in conjunction with the College's Safeguarding and Child Protection Policy, Behaviour Policy, Anti-Bullying Policy, Online Safety Policy, SEND Policy and Equality information and objectives.

6. SUPPORTING DOCUMENTS

Education Act (1996)

Equality Act (2010)

Education Act 2002

Children and Social Work Act 2017

SEND Code of Practice: 0 to 25 years

Keeping Children Safe in Education 2026 - statutory safeguarding guidance (from 1 September 2026)

Relationships Education, Relationships and Sex Education (RSE) and Health Education - statutory guidance, July 2025 (effective from 1 September 2026)

Appendix 1: Curriculum map

Relationships and sex education curriculum map

The revised statutory content is incorporated within the existing RSE sequence. The curriculum map below will be reviewed further during autumn 2026 following parent consultation and student voice, and any changes to detailed sequencing will be reflected in the final policy review.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Spring 1	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. Students are given a recap of KS2 reproduction to close any gaps from primary. This unit also develops respectful communication, personal boundaries, online safety, awareness of fake or AI-generated content, and knowing how and where to seek help.	Anonymous question box PPTs/appropriate video clips/news articles
Year 9	Spring 1	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. 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. This unit also covers consent as part of caring and ethical relationships; power imbalances, misogyny and harmful stereotypes; sexual harassment and harmful sexual behaviour; online image-sharing law including AI-generated imagery and deepfakes; online coercion and sextortion; and the influence of pornography and other harmful online content.	Demonstrators/condoms Contraception kits NHS resources on self-examination Testicle/breast models Science equipment for STI lesson Anonymous question box PPTs/appropriate video clips/news articles

WYVERN RELATIONSHIP & SEX-ED POLICY

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Autumn 2	Students 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. Students also revisit concepts from year 9 SRE, including contraception and consent, and explore the effect of drugs and alcohol on sex and relationships. This unit also covers marriage and civil partnership law, including the 'common-law marriage' myth; relationship power and sexual ethics; the influence of pornography, incel subcultures and online influencers; domestic abuse, stalking and exploitation; facts and law relating to biological sex and gender reassignment; and updated sexual-health content including HIV prevention and reliable sources of advice.	Stonewall resources, including 'Fit' Demonstrators/condoms Beer goggles 'Cut Flowers' Anonymous question box PPTs/appropriate video clips/news articles

All third-party RSE resources, including resources named in the curriculum map, will be quality-assured before use for accuracy, age and stage appropriateness, accessibility, balance, safeguarding and parental transparency.

Appendix 2: Programme of study

By the end of secondary school students should know the statutory RSE content below. Existing content is retained in black; significant additions or strengthened expectations in the current statutory guidance are shown in red.

WYVERN RELATIONSHIP & SEX-ED POLICY

TOPIC	STUDENTS SHOULD KNOW
Families	• 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 with respect to raising of children, including the characteristics of successful parenting • 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 • The legal status of marriage and civil partnership, and that both carry legal rights, benefits and protections. • That 'common-law marriage' is a myth: living together or having children does not create marriage-like legal status or rights. • That forced marriage and marriage under the age of 18 are unlawful. • How families and relationships can change over time, including through birth, bereavement, separation and new relationships. • The importance of the early years of a child's life within successful parenting.

WYVERN RELATIONSHIP & SEX-ED POLICY

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	• 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 • 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 • The importance of self-esteem, independence and a positive relationship with oneself as foundations for healthy relationships. • Skills for respectful communication, managing conflict and ending friendships or relationships with kindness. • That ethical behaviour in relationships goes beyond consent and includes kindness, care, attention to vulnerability and awareness of power dynamics. • How unequal power can affect behaviour within relationships and how to recognise misogyny and other forms of prejudice. • How pornography can influence attitudes and behaviour, including by normalising harmful conduct, misogyny or a sense of sexual entitlement. • How some online subcultures and influencers, including incel ideology, can shape unhealthy ideas about relationships and sexual ethics.

WYVERN RELATIONSHIP & SEX-ED POLICY

TOPIC	STUDENTS SHOULD KNOW
Online safety and awareness	• 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 • How privacy and location settings, and the distinction between public and private online spaces, affect safety. • That online accounts and content may be fake or AI-generated, and how highly edited or exaggerated online profiles can distort reality. • The law and risks relating to sharing sexual images, including AI-generated imagery, and how to seek help if an image has been shared. • What deepfakes are, the harms they can cause and the importance of critically assessing whether online images or videos are genuine. • How technology can be used in bullying, harassment, stalking, coercive or controlling behaviour, and how to report concerns. • The risks of online sexual scams and sextortion, and how to seek support. • That AI chatbots and other emerging technologies can create false intimacy or give harmful advice, and should be approached critically.

WYVERN RELATIONSHIP & SEX-ED POLICY

TOPIC	STUDENTS SHOULD KNOW
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) • How to communicate and respect boundaries and consent in early romantic and sexual relationships, and that kindness and care require more than consent alone. • How to recognise and resist pressure in relationships, including sexual pressure, and how to avoid pressuring others. • How to increase personal safety in public spaces and seek help without implying that a victim is responsible for harmful behaviour. • That sexual harassment can include unwanted sexual language or attention, unwanted touching, public sexual harassment, non-consensual sharing of intimate images, pressure to engage in sexual behaviour and upskirting. • The concepts and law relating to harmful sexual behaviour between young people, domestic abuse including coercive control, stalking, grooming and exploitation. • The law and harms relating to forced marriage, female genital mutilation, virginity testing and hymenoplasty. • The serious risks and criminal law associated with strangulation and suffocation within relationships. • How to seek help for harmful or abusive behaviour they have experienced, witnessed or are worried about in themselves.

WYVERN RELATIONSHIP & SEX-ED POLICY

TOPIC	STUDENTS SHOULD KNOW
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 • That sexual relationships, for people who are over the age of consent and feel ready, should be positive, mutual and respectful, and that many people choose to wait or have intimate relationships without sex. • That consent can be given, withheld or withdrawn, and that care, kindness, values and power dynamics are also relevant to ethical decision-making. • That some sexual behaviours can be harmful and that pornography may present harmful or unusual behaviour as normal. • Updated information about HIV prevention, including PrEP and PEP, alongside testing, treatment and reducing stigma. • How to challenge misinformation and find medically accurate, confidential sexual and reproductive health advice and support.

Equality, protected characteristics and contested issues: By the end of secondary education students will learn about the protected characteristics and the law relating to equality. Teaching will include the facts and law relating to biological sex and gender reassignment. Where views are contested beyond established facts and law, the College will not present a particular viewpoint as settled fact and will require respectful discussion.