



The Wilnecote School

Title: Relationships and Sex Education Policy

Member of leadership team with lead responsibility for oversight and update of policy	Miss S Donald
Approved at SLT	September 2026
Policy approval at Governing Body	17 th September 2006
Policy review cycle	Bi-Annually
Policy review date	September 2028

1. Introduction

The Wilnecote School believes that high-quality Relationships and Sex Education (RSE) is an essential part of preparing young people for adult life.

RSE enables pupils to develop the knowledge, skills, attitudes and values required to build healthy, respectful and positive relationships; understand and protect their physical, emotional and sexual health; recognise and respond to harmful behaviour; make informed and responsible decisions; and seek help when they or others may be at risk.

The school believes that RSE should be inclusive, evidence-informed, age and developmentally appropriate, carefully sequenced and responsive to the needs of our pupils and our wider school community.

RSE forms part of the school's wider Personal Development programme alongside PSHE, health education, careers education, British Values, SMSC, enrichment opportunities and other aspects of personal development.

The programme contributes to the school's wider commitment to developing pupils who are confident, respectful, responsible and prepared for life beyond school.

This policy applies to all pupils at The Wilnecote School.

2. Statutory framework and guidance

This policy has been developed with regard to:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers – July 2025, for introduction from 1 September 2026;
- Children and Social Work Act 2017;
- Education Act 2002;
- Equality Act 2010;
- Keeping Children Safe in Education;
- SEND Code of Practice

3. Aims of RSE

The Wilnecote School's RSE programme aims to ensure that pupils:

- develop positive and respectful relationships with others;
- understand what makes a healthy, safe and supportive relationship;
- understand and communicate personal boundaries;
- understand consent and the importance of freely given, informed and ongoing consent;
- understand that ethical behaviour involves more than consent and includes kindness, care, respect and consideration of vulnerability and power;
- understand how relationships may develop and change;
- understand different family structures and committed relationships;
- understand the legal framework relating to relationships and sexual behaviour;
- develop confidence and self-respect;
- develop resilience and the ability to manage pressure;
- recognise unhealthy, abusive, exploitative and controlling relationships;
- recognise sexual harassment and sexual violence;

- understand how to seek help and support;
- understand online risks and develop the skills needed to stay safe online;
- understand the risks associated with pornography and harmful online content;
- understand risks associated with sharing sexual images;
- understand emerging online risks including deepfakes, AI-generated sexual imagery, sextortion and AI chatbots;
- understand sexual health, contraception, pregnancy and sexually transmitted infections;
- understand how alcohol and drugs can affect sexual decision-making;
- understand relevant law and their rights and responsibilities;
- understand equality, diversity and respect;
- recognise and challenge prejudice, stereotypes, sexism and misogyny;
- understand the importance of positive role models and healthy conceptions of masculinity and femininity;
- develop the knowledge and skills needed to make informed decisions about their health and wellbeing;
- know how and where to seek reliable information, advice and support.

4. Principles underpinning the programme

The Wilnecote School's RSE curriculum is based on the following principles.

4.1 Inclusive and accessible

RSE is for every pupil.

The curriculum will be adapted to meet pupils' individual needs, including pupils with SEND, pupils with additional vulnerabilities and pupils who may have experienced trauma, abuse or exploitation. Teaching will use appropriate language, resources, communication approaches and levels of scaffolding.

The curriculum will prepare pupils for adulthood and support the development of independence, self-advocacy, personal safety and healthy relationships.

The DfE guidance recognises that pupils with SEND may be particularly vulnerable to harmful sexual behaviour, sexual abuse, exploitation, violence and bullying and therefore that high-quality RSHE can be particularly important for them.

4.2 Age and developmentally appropriate

Content will be taught at an appropriate stage of pupils' development.

The curriculum will be carefully sequenced so that pupils receive important knowledge and skills before they are likely to encounter associated situations or risks.

4.3 Positive

The curriculum will focus on developing positive attitudes, healthy relationships, confidence, self-respect, kindness and resilience.

Teaching will avoid language which stereotypes or stigmatises pupils.

4.4 Participative

Lessons will use a range of participative approaches, including discussion, scenarios, case studies, structured debate, reflection, retrieval, questioning and problem-solving.

Teachers will establish clear ground rules so that pupils feel safe to participate.

4.5 Evidence-informed

Content will be based on statutory guidance, appropriate evidence, medically accurate information and reliable sources.

4.6 Safeguarding-focused

RSE contributes directly to the school's safeguarding culture.

Pupils will be taught to recognise risks, understand boundaries, identify harmful behaviour and seek help.

The curriculum will make clear that a person experiencing abuse or harmful behaviour is **never responsible for the behaviour of the perpetrator**.

5. Definition of Relationships and Sex Education

5.1 Relationships Education

Relationships Education is learning about the physical, social, emotional and legal aspects of relationships.

This includes:

- friendships;
- family relationships;
- relationships with peers and adults;
- healthy and unhealthy relationships;
- committed relationships;
- intimate relationships;
- boundaries;
- respect;
- consent;
- communication;
- conflict;
- power;
- abuse;
- exploitation;
- online relationships;
- equality and diversity.

Relationships Education does not require detailed teaching about sexual activity. However, it may appropriately include sensitive safeguarding topics such as sexual harassment, sexual violence, abuse, exploitation and inappropriate sharing of sexual imagery where this is necessary to keep pupils safe.

5.2 Sex Education

Sex Education refers to teaching about human sexuality and sexual relationships, including:

- sexual health;
- sexual consent;
- sexual behaviour;
- contraception;

- pregnancy;
- sexually transmitted infections;
- sexual decision-making;
- sexual exploitation;
- sexual violence;
- pornography and its potential harms;
- relevant legal responsibilities.

Where Sex Education is taught as part of statutory RSE, it will be clearly identified in the curriculum and parents/carers will be informed in advance.

5.3 Science

The school will distinguish RSE from content taught through the National Curriculum for Science.

Parents/carers do **not** have the right to withdraw pupils from statutory Science, including relevant content relating to puberty, human reproduction and sexual reproduction.

6. Curriculum content and progression

The Wilnecote School will teach the statutory secondary RSE content across Years 7–11 through a planned, progressive and spiral curriculum.

The curriculum will be reviewed regularly to ensure that all statutory content is covered. The following provides an overview of the intended progression. The precise timing of individual lessons may change in response to pupil need, emerging safeguarding concerns or changes in national/local circumstances.

Year 7 - Foundations for healthy relationships and personal safety

Pupils will develop understanding of:

- healthy friendships;
- positive relationships;
- respect and kindness;
- boundaries;
- communication;
- conflict and managing disagreements;
- peer pressure;
- personal safety;
- trusted adults and sources of support;
- puberty and the changing adolescent body;
- emotional changes during adolescence;
- body image;
- online behaviour;
- privacy and personal information;
- online relationships;
- stereotypes and prejudice;
- equality and respect;
- sexual harassment and inappropriate behaviour;

- how to report concerns.

Year 8 - Relationships, identity and online safety

Pupils will develop understanding of:

- healthy and unhealthy relationships;
- consent and boundaries;
- assertive versus controlling behaviour;
- power within relationships;
- stereotypes;
- sexism and misogyny;
- positive masculinity and femininity;
- sexual harassment;
- online harassment;
- sharing images;
- youth-produced sexual imagery;
- pornography and unrealistic representations;
- online grooming;
- harmful online communities;
- influencers and online role models;
- risks associated with deepfakes and AI-generated content;
- safeguarding and help-seeking.

Year 9 - Consent, relationships and sexual health

Pupils will develop understanding of:

- romantic relationships;
- consent;
- withdrawing consent;
- pressure and coercion;
- sexual harassment and sexual violence;
- domestic abuse;
- controlling and coercive behaviour;
- grooming and exploitation;
- forced marriage;
- FGM;
- virginity testing and hymenoplasty;
- pornography;
- sexual health;
- contraception;
- pregnancy;
- sexually transmitted infections;
- HIV;
- alcohol and drugs and sexual risk-taking;

- online sexual behaviour;
- sexting/youth-produced sexual imagery;
- sextortion.

Year 10 - Sexual health, law and responsible decision-making

Pupils will develop understanding of:

- the law relating to consent and sexual behaviour;
- healthy intimate relationships;
- sexual decision-making;
- contraception and contraceptive efficacy;
- condoms;
- pregnancy choices;
- abortion;
- adoption;
- STIs and testing;
- HIV prevention;
- sexual health services;
- sexual violence;
- sexual exploitation;
- pornography;
- online sexual harms;
- deepfakes and AI-generated sexual imagery;
- sextortion;
- misogyny and harmful online subcultures;
- equality and protected characteristics;
- biological sex and gender reassignment;
- relevant legal rights and responsibilities.

Year 11 - Preparation for adulthood

Pupils will consolidate and extend understanding of:

- healthy adult relationships;
- long-term and committed relationships;
- marriage and civil partnerships;
- relationship breakdown;
- consent;
- sexual health;
- contraception;
- pregnancy and reproductive health;
- sexual and domestic abuse;
- exploitation;
- online safety;
- pornography;

- harmful sexual behaviour;
- relevant law;
- accessing health services;
- confidentiality and medical consent;
- Gillick competence;
- equality and respect;
- preparing for relationships, independence and adult life.

7. Statutory curriculum requirements

By the end of secondary education, pupils will have received teaching addressing the statutory content identified by the DfE, including the following areas.

7.1 Positive relationships

Pupils will learn about:

- healthy relationships;
- mutual respect;
- kindness;
- communication;
- conflict;
- boundaries;
- friendship;
- ending relationships respectfully;
- family relationships;
- committed relationships;
- stable relationships;
- same-sex relationships;
- different family structures;
- marriage;
- civil partnerships;
- forced marriage;
- relationship breakdown.

7.2 Consent and power

Pupils will learn:

- what consent means;
- that consent must be freely given;
- that consent can be withheld;
- that consent can be withdrawn at any time;
- that consent applies in romantic and sexual relationships;
- that pressure is not consent;
- that ethical behaviour goes beyond consent;
- that kindness, care and attention to another person's needs and vulnerabilities matter;

- how power imbalances can affect relationships;
- how coercive and controlling behaviour can develop.

The DfE specifically states that ethical behaviour goes beyond consent and includes kindness, care, attention to vulnerability and awareness of power dynamics.

7.3 Equality, stereotypes and misogyny

Pupils will learn to:

- recognise stereotypes;
- challenge harmful stereotypes;
- understand sexism;
- recognise misogyny;
- understand prejudice;
- understand the impact of stereotypes based on sex, disability, race, religion, sexual orientation and gender reassignment;
- recognise harmful gender stereotypes;
- understand positive conceptions of masculinity and femininity;
- identify positive role models.

Staff will challenge misogynistic, sexist, homophobic, racist or otherwise prejudicial ideas while maintaining a respectful learning environment.

The DfE guidance explicitly identifies misogyny and other forms of prejudice as areas pupils should be equipped to recognise.

7.4 Pornography

Pupils will learn that pornography:

- can present a distorted representation of relationships and sexual behaviour;
- may normalise harmful behaviour;
- may reinforce misogyny;
- may create unrealistic expectations;
- can influence attitudes towards sexual partners;
- does not represent the expectations or experiences of most healthy relationships.

Teaching will not involve exposing pupils to pornographic material.

7.5 Online sexual harms

Pupils will learn about:

- online sexual harassment;
- sexualised communication;
- grooming;
- youth-produced sexual imagery;
- sharing intimate images;
- non-consensual image sharing;
- AI-generated sexual imagery;

- deepfakes;
- sextortion;
- online scams relating to sex;
- online coercion;
- harmful online communities;
- AI chatbots and fake intimacy;
- harmful online advice;
- reporting and seeking help.

Pupils will understand that keeping or forwarding indecent or sexual images of someone under 18 can constitute a criminal offence, including where imagery has been generated using AI. They will also understand that they should seek help if an image of them has been shared and that seeking help will not result in them being blamed.

7.6 Sexual harassment and sexual violence

Pupils will learn to recognise:

- unsolicited sexual language;
- unwanted sexual attention;
- unwanted touching;
- sexual pressure;
- sharing sexual images without consent;
- public sexual harassment;
- upskirting;
- sexual assault;
- rape;
- harmful sexual behaviour.

The curriculum will reinforce that sexual harassment and sexual violence are never acceptable and that the person experiencing such behaviour is never to blame.

7.7 Domestic abuse

Pupils will learn about:

- emotional abuse;
- physical abuse;
- sexual abuse;
- economic abuse;
- controlling behaviour;
- coercive behaviour;
- threats and intimidation;
- recognising unhealthy relationships;
- seeking help.

7.8 Exploitation and abuse

Pupils will learn about:

- grooming;
- sexual exploitation;
- criminal exploitation;
- financial exploitation;
- coercion;
- abuse of power;
- risks associated with gangs and criminal exploitation where appropriate;
- how to seek help.

7.9 FGM, virginity testing and hymenoplasty

Pupils will learn about:

- what FGM is;
- the physical and emotional harms associated with FGM;
- virginity testing;
- hymenoplasty;
- relevant law;
- where to seek help and support.

7.10 Strangulation and suffocation

Pupils will understand:

- that strangulation and suffocation can cause serious injury or death;
- that applying pressure to someone's neck is dangerous;
- that covering someone's mouth and nose can be dangerous;
- the relevant legal framework.

7.11 Sexual health

Pupils will learn about:

- sexual health;
- contraception;
- the full range of contraceptive choices;
- contraceptive effectiveness;
- male and female condoms;
- pregnancy;
- pregnancy choices;
- abortion;
- adoption;
- sexually transmitted infections;
- HIV;
- STI testing;
- treatment;
- stigma;
- accessing sexual health services;

- medically accurate information;
- the impact of alcohol and drugs on sexual decision-making.

The DfE guidance requires teaching about the full range of contraceptive choices, pregnancy options and STI/HIV prevention.

8. Equality and diversity

The Wilnecote School is committed to equality, inclusion and respect.

RSE will comply with the Equality Act 2010 and will not discriminate against pupils.

By the end of secondary education, pupils will understand the importance of equality and respect and will have learned about the protected characteristics:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

The DfE guidance requires pupils to learn about all protected characteristics by the end of secondary education.

Teaching will include positive and respectful examples of diverse families and relationships.

Same-sex relationships will be integrated naturally within the wider RSE programme rather than being treated as a standalone topic.

Sexual health information will be relevant to all pupils, including pupils who are lesbian, gay, bisexual and/or gender questioning.

9. Biological sex and gender reassignment

The curriculum will include factual and age-appropriate teaching about:

- biological sex;
- the protected characteristic of gender reassignment;
- relevant legal protections;
- equality and respect;
- the importance of treating all people with dignity.

Teaching will distinguish between facts, law and areas where there is wider social debate.

The school will not present contested opinions as established fact.

Pupils will be encouraged to express their views respectfully and to listen respectfully to the views of others.

Bullying, harassment or disrespectful language relating to biological sex, gender reassignment, sexual orientation or any other protected characteristic will not be tolerated.

The DfE guidance requires teaching about the facts and law concerning biological sex and gender reassignment while recognising that there is wider debate beyond the factual and legal position.

10. Religion, belief and values

The Wilnecote School recognises that pupils and families may hold a wide range of religious, cultural and personal beliefs.

RSE will be delivered respectfully and sensitively.

Where relevant, pupils may consider different faith and cultural perspectives on relationships, family life, sexual behaviour and health.

Where a religious or cultural perspective is being presented, it will be made clear that this represents a particular belief or perspective.

Teaching will remain consistent with statutory requirements and the school's commitment to equality and safeguarding.

11. Delivery

RSE is delivered throughout PSHE sessions as part of the school's wider Personal Development programme.

Key Stage 3

RSE is predominantly delivered through scheduled tutor-time sessions.

Additional sessions are delivered by members of the Senior Leadership Team.

Form tutors are qualified teachers and receive appropriate curriculum guidance and support.

Key Stage 4

RSE is predominantly delivered through scheduled tutor-time sessions.

Additional sessions are delivered by members of the Senior Leadership Team.

Form tutors are qualified teachers and receive appropriate curriculum guidance and support.

Science

Relevant biological and reproductive content is also taught through the Science curriculum at both Key Stage 3 and Key Stage 4.

External providers

The school may use appropriately qualified external providers, including health professionals, to enhance aspects of RSE.

The school retains responsibility for:

- the content delivered;
- the appropriateness of the content;
- the suitability of the provider;
- safeguarding;
- the quality and accuracy of resources;
- the alignment of delivery with this policy.

External providers will be required to:

- provide details of their credentials;
- provide lesson plans and resources in advance;
- comply with the school's safeguarding procedures;

- understand the school's expectations around confidentiality and disclosures;
- ensure their content is age and developmentally appropriate;
- provide resources that can be made available to parents.

The DfE guidance states that schools remain responsible for external provision and should check provider credentials, lesson plans and resources in advance.

12. Teaching approaches and classroom practice

Teachers will establish a safe, respectful learning environment.

Ground rules will normally include:

- respect for others;
- no personal disclosures being required;
- no naming or discussing individual pupils;
- appropriate language;
- the right to pass on a question;
- confidentiality cannot be guaranteed where a safeguarding concern is disclosed.

Teachers will use distancing techniques where appropriate, such as scenarios, fictional characters and case studies.

Question boxes or anonymous questions may be used to enable pupils to ask sensitive questions safely.

Teachers will not be expected to answer personal questions about themselves or ask intrusive personal questions of pupils.

Questions will be answered factually and at an age-appropriate level.

Where a question is outside the school's planned curriculum or inappropriate to answer in the classroom, staff will explain this appropriately and, where necessary, refer the question to the RSE lead, safeguarding team or an appropriate health professional.

13. Safeguarding

RSE is an important part of the school's safeguarding strategy.

The school recognises that RSE may prompt pupils to disclose:

- abuse;
- sexual harassment;
- sexual violence;
- exploitation;
- harmful sexual behaviour;
- concerns about relationships;
- online harms;
- domestic abuse;
- other safeguarding concerns.

All staff delivering RSE will follow the school's Safeguarding and Child Protection Policy.

Any disclosure or safeguarding concern will be passed to the Designated Safeguarding Lead or appropriate member of the safeguarding team in accordance with school procedures.

Staff will not promise confidentiality.

The school recognises that some pupils may be particularly vulnerable to particular aspects of the curriculum because of:

- previous safeguarding concerns;
- current safeguarding concerns;
- family circumstances;
- trauma;
- SEND;
- social, emotional or mental health needs;
- previous experiences of abuse;
- exploitation;
- harmful sexual behaviour.

Where appropriate, individual pupils will receive additional support or reasonable adjustments.

The DfE guidance recognises that RSE can increase the possibility of disclosures and states that staff should be trained in safeguarding and supporting pupils.

14. SEND and additional needs

The school is committed to ensuring that all pupils can access RSE.

Teaching may be adapted through:

- simplified or explicit language;
- visual resources;
- repetition and retrieval;
- pre-teaching of vocabulary;
- additional explanation;
- structured scenarios;
- alternative communication approaches;
- increased processing time;
- individual or small-group support where appropriate;
- differentiated resources;
- consultation with the SEND team;
- consultation with parents/carers where appropriate.

Adaptations will not remove pupils' entitlement to receive statutory RSE content.

Particular attention will be paid to pupils who may be more vulnerable to abuse, exploitation, harmful sexual behaviour or bullying.

15. Assessment

RSE will use primarily formative assessment.

Teachers may use:

- retrieval questions;
- questioning;
- low-stakes quizzes;

- scenario-based questions;
- written reflection;
- discussion;
- exit tickets;
- knowledge checks;
- pupil self-assessment.

Assessment will identify:

- knowledge gaps;
- misconceptions;
- areas requiring further teaching;
- pupils requiring additional support.

The purpose of assessment is to improve learning and inform curriculum planning rather than to grade pupils' personal experiences or beliefs.

16. Monitoring and evaluation

The Assistant Headteacher – Personal Development has overall responsibility for the RSE programme.

Quality assurance will include:

- lesson observations;
- work scrutiny;
- curriculum reviews;
- analysis of curriculum coverage;
- pupil voice;
- staff feedback;
- parent feedback;
- external provider evaluations;
- attendance and engagement;
- assessment information;
- safeguarding information where appropriate;
- review of emerging local and national issues.

The school will use monitoring and evaluation to identify strengths, gaps and areas for development.

The curriculum will be amended where necessary to respond to:

- changes in statutory guidance;
- changes in legislation;
- emerging safeguarding risks;
- local issues;
- pupil voice;
- parent feedback;
- staff feedback;
- developments in technology and online behaviour.

The DfE expects curriculum content to be sequenced progressively, with assessment identifying where pupils require additional support or intervention.

17. Parent and carer engagement

The school recognises parents/carers as important partners in RSE.

The school will:

- consult parents when developing and reviewing this policy;
- provide clear information about the RSE curriculum;
- inform parents about Sex Education content in advance;
- provide opportunities for parents to ask questions;
- provide access to curriculum materials on request;
- provide representative examples of resources;
- encourage parents to continue age-appropriate conversations at home;
- communicate significant changes to the curriculum.

Parents/carers cannot veto statutory curriculum content.

The DfE guidance states that parents must be able to view curriculum materials used to teach RSHE on request. This includes materials used by external providers.

Where copyright applies, the school will comply with copyright requirements when sharing resources.

18. Parental right to withdraw from Sex Education

Parents/carers have the right to request that their child is withdrawn from some or all Sex Education delivered as part of statutory RSE.

Parents/carers **do not** have the right to withdraw their child from:

- Relationships Education;
- Health Education;
- statutory Science;
- puberty content taught through Science;
- sexual reproduction content taught through Science.

The distinction between these areas will be made clear to parents.

18.1 Making a request

Requests for withdrawal should be made in writing to the Headteacher.

The Headteacher will normally discuss the request with the parent/carers and, where appropriate, the pupil.

The discussion will aim to:

- understand the reason for the request;
- explain the purpose and benefits of the curriculum;
- explain the content from which withdrawal is requested;
- discuss potential social and emotional impacts of withdrawal;
- discuss the possibility that pupils may receive inaccurate information from peers;

- consider any individual circumstances or safeguarding concerns.

The discussion and decision will be documented.

18.2 Exceptional circumstances

In secondary schools, the Headteacher may refuse a request for withdrawal in exceptional circumstances, including where there are safeguarding concerns or particular vulnerabilities affecting the pupil.

18.3 Pupil right to opt back in

From three terms before the pupil turns 16, the pupil can choose to receive Sex Education even if their parent/carer has previously requested withdrawal.

The school will ensure that pupils understand this right and will make appropriate arrangements where a pupil chooses to opt back in.

18.4 Alternative provision

Where a pupil is withdrawn from Sex Education, the school remains responsible for providing appropriate and purposeful education during the period of withdrawal.

The alternative education will be planned and supervised by the school.

19. Responding to emerging issues

The school recognises that emerging issues may require responsive curriculum content.

Examples may include:

- emerging online trends;
- new forms of harmful sexual behaviour;
- AI-generated sexual imagery;
- deepfakes;
- sextortion;
- online misogyny;
- harmful online communities;
- local safeguarding concerns;
- emerging health issues.

Where it is necessary to address an emerging issue that is not explicitly described in the published curriculum, the school will consider:

- pupil age and maturity;
- safeguarding implications;
- relevance to pupils;
- statutory requirements;
- educational value;
- available evidence;
- parental communication.

Parents will be informed of significant departures from the published curriculum where appropriate, and relevant materials will be made available on request.

20. Teaching about the law

Where relevant, pupils will learn the factual legal framework associated with RSE.

This may include:

- marriage;
- civil partnerships;
- forced marriage;
- age of consent;
- sexual consent;
- sexual offences;
- rape;
- sexual assault;
- domestic abuse;
- stalking;
- FGM;
- virginity testing;
- hymenoplasty;
- sexual harassment;
- sexual exploitation;
- harmful sexual behaviour;
- online sexual harassment;
- sexual imagery;
- youth-produced sexual imagery;
- AI-generated sexual imagery;
- deepfakes;
- grooming;
- sextortion;
- pornography;
- abortion;
- protected characteristics;
- alcohol, smoking and vaping;
- drugs;
- gambling;
- knife crime and weapons;
- hate crime;
- extremism and radicalisation;
- criminal exploitation;
- age of criminal responsibility;
- medical consent;
- Gillick competence;
- parental responsibility.

Applicable law will be taught factually and appropriately.

The DfE specifically identifies these areas as relevant legal content within secondary RSHE.

21. Confidentiality and medical advice

RSE teaching does not create a general expectation of confidentiality between staff and pupils.

Where pupils raise questions about individual health, contraception, sexual health or medical treatment, staff will provide appropriate educational information and signpost pupils to appropriate health professionals where necessary.

Staff will not provide individual medical diagnoses or treatment.

Where a safeguarding concern arises, the school's safeguarding procedures will always take precedence.

Pupils will learn age-appropriate information about medical consent, parental responsibility and Gillick competence.

The school will ensure that any information about confidential health services is medically accurate and appropriately signposted.

22. Working with health professionals and external agencies

External agencies may contribute specialist knowledge to the programme.

Before an external provider delivers RSE, the school will:

1. check the provider's credentials;
2. check lesson plans;
3. check resources;
4. check that content is accurate;
5. check that content is age and stage appropriate;
6. check accessibility for pupils with SEND;
7. check alignment with this policy;
8. establish safeguarding and disclosure procedures;
9. ensure the provider understands confidentiality arrangements;
10. ensure that materials can be made available to parents.

The school will not use external provision to outsource its responsibility for the RSE curriculum.

23. Staff training

Staff involved in RSE delivery will receive appropriate support and training.

Training will include:

- curriculum content;
- safeguarding;
- handling disclosures;
- managing sensitive questions;
- appropriate boundaries;
- SEND accessibility;
- equality and inclusion;
- online safety;

- emerging online harms;
- updates to legislation and statutory guidance;
- use of school-approved resources.

Additional CPD will be provided when the curriculum or statutory requirements change.

24. Roles and responsibilities

Governing Body

The Governing Body is responsible for:

- approving this policy;
- ensuring that the school fulfils its statutory responsibilities;
- ensuring that the curriculum is accessible;
- ensuring that appropriate information is available to parents;
- monitoring the effectiveness of provision.

Headteacher

The Headteacher is responsible for:

- overall implementation;
- ensuring appropriate staffing and resources;
- considering parental withdrawal requests;
- ensuring safeguarding arrangements are followed;
- ensuring external providers are appropriately checked.

Assistant Headteacher - Personal Development / RSE Lead

The RSE lead is responsible for:

- curriculum planning;
- curriculum sequencing;
- implementation;
- staff support;
- CPD;
- quality assurance;
- external provider coordination;
- monitoring;
- evaluation;
- parent communication;
- policy review.

Teachers

Teachers are responsible for:

- delivering the curriculum appropriately;

- maintaining a safe and respectful environment;
- following safeguarding procedures;
- responding appropriately to questions;
- identifying pupils requiring additional support;
- reporting safeguarding concerns.

Pupils

Pupils are expected to:

- participate respectfully;
- listen to others;
- use appropriate language;
- respect different views and experiences;
- follow agreed classroom expectations;
- seek help when concerned about themselves or others.

Parents and carers

Parents/carers are encouraged to:

- engage with information provided by the school;
- discuss age-appropriate RSE topics with their children;
- raise questions or concerns with the school;
- support pupils in accessing accurate information and appropriate help.

25. Policy development, consultation and review

This policy has been developed with consideration of:

- DfE statutory guidance;
- relevant legislation;
- safeguarding requirements;
- pupil voice;
- parent/carers consultation;
- staff consultation;
- governing body oversight;
- curriculum evaluation;
- local and national safeguarding priorities.

The policy will be reviewed at least every two years and sooner where:

- statutory guidance changes;
- legislation changes;
- significant safeguarding issues arise;
- curriculum evaluation identifies a need;
- pupil or parent consultation identifies a significant issue.

The policy will be approved by the Governing Body and published on the school website.

A copy will be provided free of charge to anyone who requests it.

Appendix 1 - Parental Withdrawal Procedure

Parent/carers submits written request



Headteacher reviews request



Headteacher discusses request with parent/carers



Discussion includes:

- curriculum content;
- purpose and benefits;
- potential impact of withdrawal;
- pupil circumstances;
- safeguarding considerations.



Decision recorded

If withdrawal is agreed:

- pupil is withdrawn from identified Sex Education content;
- appropriate purposeful alternative education is provided;
- withdrawal is recorded;
- pupil's right to opt back in is explained.

If withdrawal is refused:

- exceptional circumstances are documented;
- parent/carers is informed;
- relevant safeguarding considerations are recorded.



From three terms before the pupil turns 16

Pupil may choose to opt back into Sex Education.

Appendix 2 - Key support and signposting

The school will maintain an up-to-date list of appropriate sources of support for pupils and families.

This will include, where appropriate:

- Designated Safeguarding Lead;
- pastoral team;
- school nurse/health professionals;
- GP;
- sexual health services;
- Childline;
- NSPCC;
- relevant local safeguarding services;

- CEOP/appropriate online safety reporting routes;
- services supporting victims of domestic abuse;
- services supporting victims of sexual violence.

The precise list of services will be reviewed annually to ensure that information remains current.

Appendix 2 - Curriculum resources and materials

The school will maintain a central record of RSE resources.

Resources will be:

- age appropriate;
- developmentally appropriate;
- medically accurate where relevant;
- factually accurate;
- accessible;
- consistent with this policy;
- consistent with statutory guidance;
- appropriate for pupils with SEND;
- reviewed before use.

Parents/carers may request access to materials used to teach RSHE.

Where external providers are used, the school will ensure that their resources are also available for parental viewing.

Policy statement

The Wilnecote School is committed to providing high-quality Relationships and Sex Education which enables every pupil to develop the knowledge, skills, confidence and values needed to build healthy relationships, protect themselves and others from harm, make informed decisions and prepare successfully for adult life.