



WILSON'S SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

Wilson's School continues to consult parents in developing and reviewing this policy and the school's RSE curriculum, ensuring that these meet the needs of pupils and parents and reflects the community we serve. Information about RSE is given at Parents' Information Evenings, dedicated workshops for parents and via email updates. Parents are repeatedly reminded of their right to a meeting in school to consult curriculum materials and discuss this policy. Parents are also invited to give feedback based on the following questions.

Are there any topics that you feel are being taught too early, when the students are too young?
Are there any topics that you feel are being taught too late and students would benefit from learning about at a younger age?
Are there any topics that you feel have been missed from our RSE curriculum that should be included?
Do you have any further comments or suggestions to make relating to the RSE provision?

When there are substantial changes to the curriculum, we let parents know and opportunities to view and discuss materials and to give feedback are renewed.

The next full update of this policy will be published in 2028.

Date approved by the Trust Board: December 2025

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017 and provide that pupils receiving secondary education must be taught RSE. The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools.

What is Relationships and Sex Education?

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure – including pressure on oneself). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques (e.g. use of case studies, anonymising examples, use of gender-inclusive and generic language when discussing relationships and/or sex), setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

From: Relationships Education, Relationships and Sex Education (RSE) and Health Education
Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DfE, 2019)

How has this policy been produced and how will it be kept under review?

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How the policy reflects the views of teachers, pupils and parents

The Senior Leadership Team, Directors of Key Stage, Heads of Year and Pupil Support Managers have discussed the proposed content of the Relationships and Sex Education curriculum extensively, helping to shape this policy. Teachers of PSHE are involved in the planning and evaluation of lessons and the Head of PSHE takes note of their views about the curriculum, making adaptations accordingly.

Pupils are asked in regular surveys about issues of safety and further pupil voice exercises take place. The Sixth Form Safeguarding Ambassador Programme also seeks the views of older students about the PSHE curriculum they received: where it was effective and in what respects it was deficient?

Parents have been informed about changes to the teaching of Relationships and Sex Education and have been directed to the school's website for further information about the PSHE curriculum. Parents have been asked directly: "Do you have any suggestions or comments that you would like the school to take into consideration when delivering RSE?" and this policy will be adapted over time to take their responses into account. All teaching materials can be made available for parental review on request.

The link trustee for Personal Development and Wellbeing helps to monitor and review our policy and practice in RSE provision.

Subject content

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There will be an equal opportunity to explore the features of stable and healthy same sex relationships integrated appropriately into the RSE programme.

Pupils will be informed about a full range of perspectives and, within the law, will be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which will be taught include the age of consent, what consent is and is not, the definitions of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will also be addressed sensitively and clearly. Pupils will be taught about the physical and emotional damage caused by female genital mutilation (FGM). As well as addressing this in the context of the law, pupils will also be taught to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk.

Internet safety will also be addressed in all Key Stages. Pupils will be taught rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils will have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them. Pupils also learn how to use Artificial Intelligence (AI) vigilantly and ethically.

Female Genital Mutilation (FGM) is statutory content and is covered in all three Key Stages.

The table below shows which topics are delivered as part of the statutory Relationships (R) Education and which are delivered as part of Sex (S) Education. It also shows which topics are linked to Health (H) Education (such as mental health, physical activity, healthy eating, puberty in depth, etc). The curriculum is carefully sequenced so that pupils are equipped with relevant knowledge before they encounter risks. Previous learning is built on in subsequent units of work.

Families

Pupils will be taught:	When is this taught?
that there are different types of committed, stable relationships.	Year 8 (What are relationships? - inc. Consent and Contraception – R, S) and Year 10 (How are families different and what changes affect them? - R)
how these relationships might contribute to human happiness and their importance for bringing up children.	Year 8 (What are relationships? - inc. Consent and Contraception – R, S), Year 12 (Families - R) and Year 13 (Healthy and Unhealthy Relationships – R, S)
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.	Year 10 (How are families different and what changes affect them? - R), Year 11 (What are core values and principles in adult relationships? - R), Year 12 (Families - R)
why marriage is an important relationship choice for many couples and why it must be freely entered into.	Year 8 (What are relationships? - inc. Consent and Contraception – R, S), Year 10 (How are families different and what changes affect them? - R)
the characteristics and legal status of other types of long-term relationships.	Year 10 (How can you manage positive relationships? - R), Year 11 (What are core values and principles in adult relationships? - R)
the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	Year 8 (What are relationships? - inc. Consent and Contraception – R, S), Year 10 (How can you manage positive relationships? - R)

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.	Year 7 (What are respectful relationships? - R), Year 8 (What are relationships? - inc. Consent and Contraception – R, S), Year 10 (How can you manage positive relationships? - R), Year 12 (Safeguarding; Sexual Harassment; Exploitation - R), Year 13 (Safeguarding - R)
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Respectful relationships, including friendships

Pupils will be taught:	When is this taught?
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.	Year 7 (What are respectful relationships? - R), Year 8 (What are relationships? - inc. Consent and Contraception – R, S), Year 9 (How can I have healthy and happy sexual relationships? - R, S), Year 11 (How can you take responsibility for healthy relationships? - R), Year 12 (Sexuality and Sexual Relationships; Families – R, S), Year 13 (Resolving Conflict; Healthy and Unhealthy Relationships (incl. Sexual Relationships) - R, S
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).	All years (Safeguarding), Year 8 (What are relationships? - inc. Consent and Contraception – R, S), Year 9 (What is homophobia, transphobia and sexism? - R), Year 11 (What are core values and principles in adult relationships? - R), Year 12 (Gender, Gender Equality and Misogyny; Gender Identity; Sexuality and Sexual Relationships; Racism – R, S))
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.	All years (Safeguarding), Year 7 (What are respectful relationships? - R), Year 13 (Acceptance of People From Different Backgrounds - R)
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	All years (Safeguarding), Year 7 (What are respectful relationships? - R), Year 8 (What are relationships? - inc. Consent and Contraception – R, S, H), Year 9 (How can I have healthy and happy sexual relationships? - R, S), Year 11 (How can you take responsibility for healthy relationships? - R), Year 13 (Living with Others - R)
that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	All years (Safeguarding), Year 11 (How do you deal with Forced Marriage and Domestic

	Abuse? - R), Year 12 (Domestic Abuse and Violence; FGM - R)
what constitutes sexual harassment and sexual violence and why these are always unacceptable.	Year 10 (How can you manage positive relationships? - R), Year 12 (Sexuality and Sexual Relationships; Sexual Harassment; Exploitation – R, S) Year 13 (Sex: Realistic Expectations and Pornography; Consent; Harassment; Healthy sexual relationships; Resolving Conflict; Healthy and Unhealthy Relationships (incl. Sexual Relationships) - R, S)
the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010 (How can you manage positive relationships?)) and that everyone is unique and equal.	Year 8 (What are relationships? - inc. Consent and Contraception – R, S, H), Year 11 (What are core values and principles in adult relationships? How do you deal with Forced Marriage and Domestic Abuse? - R), Year 13 (Acceptance of People From Different Backgrounds - R)

Online and media

Pupils will be taught:	When is this taught?
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	Year 7 (How do we stay safe online? - R), Year 9 (How can I have healthy and happy sexual relationships? - R, S, H), Year 12 (Healthy use of Technology and Staying Safe Online; Safeguarding in School; Critical Thinking and 'Fake News')
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.	All years (Safeguarding), Year 7 (How do we stay safe online?), Year 8 (What are relationships? - inc. Consent and Contraception – R, S, H), Year 9 (How can I be assertive when dealing with risky situations and behaviours? - R), Year 10 (How can you manage positive relationships? - R), Year 12 (Healthy use of Technology and Staying Safe Online; Safeguarding in School; Critical Thinking and 'Fake News' - R), Year 13 (Sex: Realistic Expectations and Pornography; Consent; Harassment Safeguarding in School – R, S)
not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	Year 7 (How do we stay safe online?), Year 8 (What are relationships? - inc. Consent and Contraception – R, S, H), Year 10 (How can you manage positive relationships? - R), Year

	12 (Healthy use of Technology and Staying Safe Online - R)
what to do and where to get support to report material or manage issues online; the impact of viewing harmful content.	All years (Safeguarding), Year 7 (How do we stay safe online? - R), Year 8 (What are relationships? - inc. Consent and Contraception – R, S), Year 9 (How can I have healthy and happy sexual relationships? - R, S, H), Year 10 (How can you manage positive relationships? - R)
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.	All years (Safeguarding), Year 9 (How can I have healthy and happy sexual relationships? - R, S, H), Year 13 (Realistic Expectations and Pornography; Consent – R, S)
that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	All years (Safeguarding), Year 9 (How can I have healthy and happy sexual relationships? - R, S, H), Year 12 (Radicalisation and Life Online; Exploitation – R, H)
how information and data is generated, collected, shared and used online.	Year 7 (What are respectful relationships? - R), Year 9 (How can I have healthy and happy sexual relationships? - R, S, H), Year 12 (Healthy use of Technology and Staying Safe Online – R, H)

The curriculum in Computing (including Computing Enrichment)

Being safe

Pupils will be taught:	When is this taught?
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.	All years (Safeguarding), Year 8 (What are relationships? - inc. Consent and Contraception – R, S), Year 9 (How can I be assertive when dealing with risky situations and behaviours? R, S), Year 10 (How can you manage positive relationships? - R), Year 12 (Domestic Abuse/Violence and FGM; Sexual Harassment; Exploitation – R)
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).	All years (Safeguarding), Year 7 (How do we stay safe online? - R), Year 8 (What are relationships? - inc. Consent and Contraception – R, S, H), Year 9 (How can I

	<p>have healthy and happy sexual relationships? - R, S, H), Year 10 (How can you manage positive relationships? - R), Year 12 (Sexuality and Sexual Relationships – R, S), Year 13 (Sex: Realistic Expectations and Pornography; Consent; Harassment; Healthy sexual relationships – R, S, H)</p>
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Intimate and sexual relationships, including sexual health

Pupils will be taught:	When is this taught?
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.	Year 8 (What are relationships? - inc. Consent and Contraception – R, S, H), Year 9 (How can I have healthy and happy sexual relationships? - R, S, H), Year 10 (How can you manage positive relationships? - R, S, H), Year 12 (Sexuality and Sexual Relationships; Sexual Harassment – R, S, H), Year 13 (PSHE programme - R)
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.	Year 8 (What are relationships? - incl. Consent and Contraception – R, S, H), Year 10 (How can you manage positive relationships? - R), Year 13 (Healthy sexual relationships – R, S, H)
the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	Year 7 (How does our body change in adolescence? - H), Year 10 (How can you manage positive relationships? - R)
that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	Year 9 (How can I have healthy and happy sexual relationships? - R, S), Year 12 (Sexuality and Sexual Relationships; Sexual Harassment – R, S), Year 13 (Healthy sexual relationships – R, S, H)
that they have a choice to delay sex or to enjoy intimacy without sex.	Year 9 (How can I have healthy and happy sexual relationships? - R, S, H), Year 12 (Sexuality and Sexual Relationships; Sexual Harassment – R, S), Year 13 (Healthy sexual relationships – R, S, H)
the facts about the full range of contraceptive choices, efficacy and options available.	Year 8 (What are relationships? - inc. Consent and Contraception – R, S, H), Year 10 (How can you manage positive relationships? - R, S), Year 12 (Sexuality and Sexual Relationships – R, S), Year 13 (Sexual Health, incl. Contraception – S, H),
the facts around pregnancy including miscarriage.	Key Stage 3 Science, Key Stage 4 Biology, Year 10 (How can you manage positive relationships? - R), Year 12 (Handling Bereavement)

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).	Year 9 (How can I have healthy and happy sexual relationships? - R, S, H) Year 13 (Sexual Health, incl. Contraception – S, H)
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.	Year 9 (How can I be assertive when dealing with risky situations and behaviours? - R), Year 12 (Sexuality and Sexual Relationships – R, S), Year 13 (Sexual Health, incl. Contraception – R, S, H)
about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	Year 9 (How can I have healthy and happy sexual relationships? - R, S, H), Year 12 (Sexuality and Sexual Relationships – R, S), Year 13 (Sexual Health, incl. Contraception – R, S, H)
how the use of alcohol and drugs can lead to risky sexual behaviour.	Year 8 (What are relationships? - inc. Consent and Contraception - R), Year 9 (How can I be assertive when dealing with risky situations and behaviours? - R), Year 12 ('Harmless Drugs'; Impacts of Drug Use – S, H), Year 13 (Sex: Realistic Expectations; Self-Care (Diet, Exercise, Alcohol Consumption); Dangers of Recreational Drug Use – S, H)
how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	All years (Safeguarding), Year 9 (How can I have healthy and happy sexual relationships? - R, S, H), Year 11 (How can you take responsibility for healthy relationships? - R, S, H), Year 12 (Sexuality and Sexual Relationships; Safeguarding in School – R. S. H); Year 13 (Safeguarding in School)

How and by whom RSE is taught

Pupils in all year groups will be taught RSE, predominantly as part of PSHE and Science (by teachers allocated to teach PSHE, Key Stage 3 Science, and Key Stage 4 Biology) but also as part of the curriculum in Religious Education. PSHE / RSE teachers are specialists who attend half-termly training sessions as well as on occasions external training provided by organisations like the PSHE Association. As well as staying up to date with changes in the law teachers are also trained to deliver.

Pupils may also be taught about aspects of RSE by other qualified personnel including the school nurse and carefully selected visitors from other outside agencies. External speakers follow school safeguarding requirements; staff remain present and retain responsibility for content and context. Both before and after these presentations, there is reflection on the quality and suitability of the material and the style of delivery.

Sex education will be taught in context, suitable to the age and development of the students according to the schemes of work that have been planned to ensure progression across Key Stages. Adaptations will be made for teaching pupils with SEND as relevant to their conditions and in line with their ILP.

Resources will be acquired or adapted from reputable sources.

The Head of PSHE and the Science Department have principal responsibility for the planning and co-ordination of the programme content.

PSHE teaching staff have a responsibility to deliver the agreed schemes of work, using appropriate resources which are regularly evaluated. Regular staff training for the PSHE team covers curriculum content, handling difficult questions, and referral routes.

As part of the preparations for statutory Relationships and Sex Education, the Head of PSHE and Lead Teacher responsible for evaluating Relationship and Sex Education will need to consider how pupil voice will be used in the on-going evaluation of PSHE and RSE in particular.

Right to withdraw

Parents may request withdrawal of their child from sex education delivered as part of statutory RSE. This does not apply to Relationships Education or to sex education taught in National Curriculum Science. Upon receiving such a request (which should be addressed to the relevant Head of Year), the school will stress to parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. The request may also be discussed with the pupil to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. A record will be kept of any such conversations with parents or pupils.

Ultimately, the school will respect a parent's request to withdraw the pupil, up to and until three terms before the child turns 16. After that point, if the pupil wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the pupil with sex education during one of those terms. The school will ensure that a pupil receives appropriate, purposeful education during the period of withdrawal.

The role of Trustees

Trustees at Wilson's School will ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;

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- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The Trustee Lead for Personal Development and Wellbeing will discuss measures taken to review the policy and to involve parents.

Confidentiality

In circumstances where a teacher feels a pupil's conduct could be placing them at moral or physical risk or in breach of the law, the teacher will ensure they make the pupil aware of that risk and where they can receive advice. The Designated Safeguarding Lead will be informed. In these circumstances, students should be aware the disclosure may need to be passed on to another responsible authority.