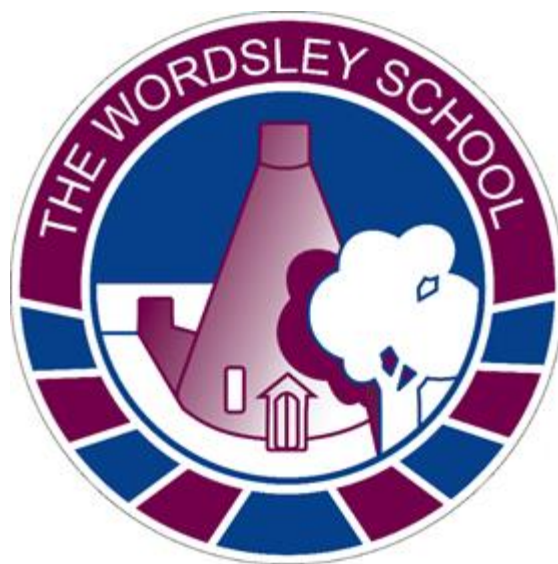




RELATIONSHIPS AND SEX EDUCATION POLICY

Policy adopted by the Governing Body of The Wordsley School

**Date adopted by the Governing
Body**

10th July 2025

Signed by the Chair of Governors

M Kershaw

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1. Aims

At The Wordsley School, we are committed to providing a comprehensive and inclusive Relationships and Sex Education (RSE) program that aligns with the statutory guidance from the Department for Education (DfE). Our program aims to equip students with the knowledge and skills to lead healthy, safe, and fulfilling lives.

The aims of relationships and sex education (RSE) at our school are to:

- Promote the spiritual, moral, cultural, mental, and physical development of students.
- Prepare students for the opportunities, responsibilities, and experiences of adult life.
- Provide students with accurate and age-appropriate information on relationships, sex, and health.
- Encourage respect and empathy towards others, regardless of their background or lifestyle choices.
- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development. and the importance of health and hygiene.
- Help pupils develop feelings of self-respect and confidence.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Ensure pupils have the knowledge and skills to stay safe in relationships.

This policy sits securely with our school values by demonstrating:

- Curiosity – The policy encourages a culture of learning by providing pupils with opportunities to ask questions and explore topics related to relationships, health, and well-being. By fostering open discussions, the policy promotes inquisitiveness and a deeper understanding of complex issues.
- Respect – Respect is embedded throughout the policy, particularly in how it ensures inclusivity, sensitivity to diverse backgrounds, and the importance of treating others with dignity. The policy outlines how discussions will be handled in a way that respects all pupils, families, and cultural backgrounds.
- Kindness – By focusing on empathy and understanding, the policy encourages pupils to develop compassionate attitudes towards themselves and others. It promotes positive relationships, emotional well-being, and an environment where pupils feel supported and valued.

- Resilience – The policy helps students build resilience by equipping them with the knowledge and skills needed to navigate relationships, personal development, and challenges such as puberty. By addressing difficult topics in a supportive environment, it empowers students to handle adversity with confidence.
- Integrity – The policy upholds integrity by ensuring that RSE is delivered with honesty, transparency, and adherence to legal and ethical standards. It commits to factual, evidence-based education while respecting different viewpoints and beliefs.
- Responsibility – Respect and responsibility are highlighted in areas such as pupils' expected engagement in RSE discussions, the role of staff in delivering content sensitively, and the involvement of parents in decision-making processes.

2. Statutory requirements

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#).
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Wordsley, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

RSE is about the emotional, social and cultural development of pupils, 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.

5. Curriculum

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

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will

respond in an appropriate manner so that pupils are informed and don't seek answers online.

Relationships and Sex Education (RSE)

By the end of secondary school, students will learn about:

- Different types of committed, stable relationships.
- The legal status of marriage and civil partnerships.
- Respectful relationships, including friendships.
- Online and media-related risks and responsibilities.
- Intimate and sexual relationships, including sexual health.

Health Education

By the end of secondary school, students will learn about:

- Mental wellbeing and emotional health.
- Internet safety and harm.
- Physical health and fitness.
- Healthy eating.
- Drugs, alcohol, and tobacco.
- Health and prevention.
- Basic first aid.
- Changing adolescent bodies.

We will share all curriculum materials with parents and carers upon request.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. This will be taught in a dedicated Form Time session each week delivered by their form tutor with age appropriate resources created by our Personal Development lead and external providers. Alongside this there will be drop down days and assemblies. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

We also use external agencies where possible for external support in delivering specialist or sensitive content.

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.
- Online and media.
- Being 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 make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

Considers how a diverse range of pupils will relate to them.

Is sensitive to all pupils' experiences.

During lessons, makes pupils feel:

- Safe and supported.
- Able to engage with the key messages.

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting.
- Small groups or targeted sessions.

- 1-to-1 discussions.
- Digital formats.

Give careful consideration to the level of differentiation needed.

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance.
- Would support pupils in applying their knowledge in different contexts and settings.
- Are age-appropriate, given the age, developmental stage and background of our pupils.
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan.
- Are from credible sources.
- Are compatible with effective teaching approaches.
- Are sensitive to pupils' experiences and won't provoke distress.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate.
- Are in line with pupils' developmental stage.

- Comply with:
 - This policy.
 - The [Teachers' Standards](#).
 - The [Equality Act 2010](#).
 - The [Human Rights Act 1998](#).
 - The [Education Act 1996](#).

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.

Review any case study materials and look for feedback from other people the agency has worked with.

Be clear on:

- What they're going to say.
- Their position on the issues to be discussed.

Ask to see in advance any materials that the agency may use.

Know the named individuals who will be there, and follow our usual safeguarding procedures for these people.

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers.

Check the agency's protocol for taking pictures or using any personal data they might get from a session.

Remind teachers that they can say "no" or, in extreme cases, stop a session.

Make sure that the teacher is in the room during any sessions with external speakers.

Share all external materials with parents and carers.

We **won't**, under any circumstances:

Work with external agencies that take or promote extreme political positions.

Use materials produced by such agencies, even if the material itself is not extreme.

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

Delivering RSE in a sensitive way.

Modelling positive attitudes to RSE.

Monitoring progress.

Responding to the needs of individual pupils.

Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All staff are responsible for delivering RSE and are trained and supported in doing so. RSE is delivered primarily within the weekly Personal Development session in form time.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

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

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by Tom Brain, Assistant Headteacher and Amy Stevens, Curriculum Achievement Lead (CAL) for RSCE through:

Pupil voice, staff voice and learning walks.

Pupil development is monitored by form tutors.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed on an annual basis. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map.

Year	Term	Big Question	Topics Covered	Key Concepts
7	1	How do I prepare for secondary school and build strong foundations?	Transition to secondary school	Change, Transition
			Types of relationships	Relationships, Diversity
			Communication skills, respectful communication	Communication, Empathy, Respect
			Respect and valuing diversity, respectful/disrespectful Behaviour	Respect, Tolerance, Respectful Behaviour
			Dealing with bullying	Bullying, Conflict Resolution
	2	How do I navigate change and keep myself safe?	Physical and emotional changes of puberty, managing changes	Puberty, Development
			Basic first aid	First Aid, Safety
			Managing feelings and emotions	Emotions, Self-Regulation
			Online safety and responsible use, recognising online abuse	Online Safety, Responsibility, Online Abuse
	3	How do I fit into my community	School rules and responsibilities	Rules, Responsibility

		and understand my responsibilities?		
			The concept of community	Community, Belonging
			Basic intro to democracy and citizen roles	Democracy, Responsibility
			Monarchy, Parliament, Government structure	Governance, Parliament
			Identifying personal strengths and skills	Strengths, Skills

Year	Term	Big Question	Topics Covered	Key Concepts
8	1	How can I make informed choices to stay healthy and safe?	Mental health and wellbeing: stress, anxiety, recognising signs	Mental Health, Wellbeing, Recognising Signs
			Healthy lifestyles: diet, exercise, sleep	Healthy Lifestyle, Choices
			Risks of legal and illegal drugs, alcohol, tobacco and vaping	Substance Use, Risk
			Managing risks online, responsible social media use	Online Safety, Risk Management, Responsible Use
	2	How do relationships develop, and how can I keep myself and others safe?	Peer influence and pressure	Peer Influence, Decision-Making
			Online relationships: risks and boundaries	Online Relationships, Boundaries

			Consent and respecting personal boundaries, seeking/giving consent	Consent, Respect, Seeking/Giving Consent
			Recognising and responding to unhealthy relationships	Healthy/Unhealthy Relationships, Safety
	3	What's real, what's fair, and how do the rules work?	Media literacy: evaluating sources	Media Literacy, Critical Thinking
			Stereotypes and prejudice, impact of stereotyping	Stereotypes, Prejudice, Diversity, Impact
			Parliament law-making process	Laws, Justice
			Human rights, youth rights, consumer rights, legal protections	Rights, Legal Literacy
			Stereotypes and prejudice, impact of stereotyping	Stereotypes, Prejudice, Diversity, Impact
			Managing money: saving and spending	Financial Literacy, Money Management
			Skills for learning and work	Skills, Aspiration

Year	Term	Big Question	Topics Covered	Key Concepts
9	1	How do I make informed choices about my future?	Role of citizens, importance of voting	Democracy, Citizenship
			Parliament, Monarchy, Prime Minister	Government Structure
			Voting, petitions, media	Civic Action
			Rights and responsibilities	Rights, Responsibilities, citizenship

			Options at the end of KS3	Options, Decision-Making
			Career pathways and aspirations	Career, Aspiration
			Managing money: financial risks	Financial Risks, Money Management
			Public services, taxation	Public Finance
	2	How can I maintain positive mental and physical health?	Mental health: recognising and seeking help	Mental Health, Support
			Body image and self-esteem	Body Image, Self-Esteem
			Sexual health: puberty, reproduction, contraception, accessing advice	Sexual Health, Reproduction, Accessing Advice
			First aid and emergency situations, CPR, defibrillators	First Aid, Emergency Response, CPR
	3	What are the complexities of relationships, and how do I navigate them?	Romantic relationships, attraction, and sexuality	Romantic Relationships, Attraction
			Impact of media on relationships, Misogyny	Media Influence, Relationships
			Communication and conflict resolution	Conflict Resolution, Communication
			Exploitation and abuse in relationships	Exploitation, Abuse

Year	Term	Big Question	Topics Covered	Key Concepts
10	1	How can I make responsible decisions to protect my health and safety?	Sexual health: STIs, contraception, pregnancy	Sexual Health, Contraception, STIs
			Impact of drugs and alcohol on health	Drugs, Alcohol, Health Risks
			Mental health: resilience and coping strategies	Resilience, Coping Strategies
			Online safety: risks and consequences	Online Safety, Consequences
	2	What are the characteristics of healthy and unhealthy relationships?	Characteristics of positive relationships: respect, equality	Respect, Equality, Positive Relationships
			Unhealthy relationships: abuse, manipulation - Toxic Masculinity and Misogyny	Abuse, Manipulation, Unhealthy Relationships
			Consent and sexual pressure, how to give/withdraw consent	Consent, Sexual Pressure, Giving/Withdrawing Consent
			Diversity in relationships and sexuality	Diversity, Sexuality, Inclusion
	3	How do I navigate the wider world and prepare for my future?	Employment rights and responsibilities	Employment Rights, Responsibilities
			Financial choices and risks	Financial Choices, Risks
			UN, peacekeeping, global citizenship	Global Citizenship

			Comparing democracies and non-democracies	Political Systems
			Media literacy: critical analysis	Media Literacy, Critical Analysis
			Social influences: gangs, weapons, criminal exploitation	Social Influence, Safety

Year	Term	Big Question	Topics Covered	Key Concepts
11	1	How do I navigate my future and contribute to society?	Career pathways and further education	Career Pathways, Further Education
			Managing finances and independent living	Finances, Independence
			Active citizenship and community engagement	Citizenship, Community Engagement
			Civic action, activism, volunteering	Citizenship, Community
			Volunteering opportunities, benefits	Community Service
			Extremism and intolerance	Extremism, Tolerance
	2	How do I form and maintain healthy relationships in adulthood?	Intimate relationships and sexual health	Intimate Relationships, Sexual Health
			Consent and healthy sexual relationships	Consent, Sexual Relationships
			Relationships and the law, laws relating to young people	Relationships, Law, Laws Protecting Young People
			Social media and relationships	Social Media, Relationships

	3	How can I manage my health and wellbeing as I transition to adulthood?	Mental health: managing stress and anxiety	Stress Management, Anxiety
			Body image and self-esteem	Body Image, Self-Esteem
			Health services and accessing support	Health Services, Support
			Healthy lifestyles: diet, exercise, work-life balance	Healthy Lifestyle, Balance

Appendix 2: By the end of secondary school pupils should know

Topic	Pupils 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/carers 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.

Respectful relationships,
including friendships

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.

Online and media	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.
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).

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.

Appendix 3: Parent/carer form: withdrawal from sex education within RSE

To be completed by parents/carers			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school

Agreed actions from discussion with parents/carers	
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