

Introduction - rationale

Health Education is one of the major themes in our comprehensive Life Skills and Personal, Social, Health and Economic Education (PSHEE) Programme. Relationships Education and Sex Education (RSE) is a major component of this programme. The RSE programme at Wycliffe aims to be a sensitive and responsible one, which is set in a moral and social framework.

This policy was drawn up in light of Department for Education guidance (Relationships Education, Relationships and Sex Education (RSE) and Health Education – first published on 25 June 2019) and following consultation with parents, teachers, Trustees and the College Nurses.

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 also cover contraception, developing intimate relationships and resisting, and not applying, pressure to have sex. It should teach what is acceptable and unacceptable behaviour in relationships (including online). 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. 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.

RSE has a crucial role to play in preparing children for their lives now and in the future, as adults and parents. In RSE we teach pupils about sexual and emotional health, about family life and the exercise of personal responsibility towards other individuals and the broader community.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. The College will also ensure that awareness of wider issues such as child sexual abuse, sexual violence, sexual harassment (including child-on-child abuse), sexual exploitation, coercive and controlling behaviour, female genital mutilation, Honour Based Violence (HBV), creation and sharing of nudes and semi nudes and the growing risks associated with the digital world; all form part of RSE in line with the College's Safeguarding Policy and Child Protection Procedure, as appropriate.

Policy Aims

The following aims reflect those of the College and the general aims of the Life Skills/PSHEE Programme and cross-curricular themes and show how RSE is delivered within the context of a moral framework.

The College aims:

- To provide a broad and balanced RSE programme which:
 - ❖ offers full entitlement and access for all, including pupils with special educational needs and disabilities
 - ❖ operates in an atmosphere of mutual trust and respect so as to encourage pupils to put forward and explore their ideas.
- To explore moral and sexual issues and values to:
 - ❖ endow the pupils with positive pro-active attitudes, patterns of behaviour, lifestyles, values, communication, and decision making
 - ❖ help pupils identify, avoid, resist, and report unwanted sexual experiences
 - ❖ foster self-esteem, self-awareness, and responsibility
 - ❖ provide support and information for pupils and their parents.
- To give pupils knowledge and understanding of the following in order for them to make informed choices:

- ❖ the physical, emotional and social aspects of an individual's development and how this relates to personal relationships
- ❖ the importance of family life and its contribution to the development of attachment, love and concern in caring for others.
- To understand the responsibility that society as a whole has for the health of the individual and the community.
- To approach RSE through a process of enquiry and investigation through discussions, role-play and case studies using high quality materials. Observation and analysis are central to this process.
- To understand and minimise health risks, including the transmission of STIs.

Organisation & Delivery

RSE is coordinated by the Heads of Life Skills/PSHEE with reference to Health Centre Staff, other Heads of Department and outside agencies, where applicable. The Heads of Life Skills/PSHEE is responsible for the overall planning, implementation and review of the RSE programme.

Delivery is through planned aspects within Life Skills/PSHEE, Biology, Drama (Senior) and RE (Senior) curricula and addressing moral and ethical issues, which may arise from apparently unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject, it will not be deemed part of the RSE programme and therefore not subject to the parents being permitted to withdraw their child.

Relationships Education and Sex Education form part of the Life Skills Programme. Pupils are taught in mixed ability and in both mixed gender and single sex groups for certain components of the course.

The religious backgrounds of pupils will be taken into account when planning teaching, so that the topics that are included in the core content of statutory guidance are addressed appropriately.

A wide variety of approaches are used to give pupils relevant information, to enable moral issues to be explored. Additional information for both pupils and parents is available on the College Pastoral Support pages.

Ground rules are agreed in advance of RSE lessons – including that:

- no one will be expected to ask or answer any personal questions
- any personal matters regarding sex, sexuality and personal relationships should be discussed privately with the teacher or a member of the Health Centre, as appropriate. Confidentiality and boundaries for confidentiality relating to teaching staff and Health Centre Staff/College Doctor will be clearly explained to pupils in advance of RSE lessons.

Resources

Teaching resources are available to teachers via the PSHEE Association website, , Chameleon resources, Brook website, Gloucestershire Healthy Living & Learning (GHLL), and Jigsaw (Prep). A summary of the RSE content at the College is in Appendix 1.

Staff

In the Senior School, only staff who feel comfortable with the subject matter teach RSE. All staff involved in this work do not necessarily have to be 'experts' on the issues concerned. However, they do require sensitivity to the needs of the group, an ability to deal with questions openly/honestly and to be prepared

to refer to more expert advice if necessary. Staff will be given opportunities to attend relevant courses to develop their skills. In the Prep School, Health Centre staff teach RSE, with follow up from Tutors.

We believe that most of the RSE programme is best discussed openly with teachers who are known and trusted by the pupils. However, we recognise that visitors such as nurses, family planning or sexual health workers, can greatly enhance the quality of the provision as long as they are used in addition to, not instead of a planned programme of RSE. Therefore, some content is delivered by external professionals or the College Nurses.

Involving Parents and Withdrawal

Wycliffe recognises that parents are key figures in helping their children cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities of adulthood. The teaching offered by Wycliffe should be seen as complementary and supportive to the role of parents. Our Pastoral Support pages contain links and guidance for parents and, where possible, we will host events aimed at supporting families to address the issues raised by RSE. This policy will be available for inspection via our website, and we will work closely with parents to ensure they are aware of what is being taught.

Communications are sent to all parents informing them of the RSE Programme, detailing which aspects of the curriculum parents have the right to refuse for their child.

Currently parents have the right to withdraw their child from 'sex education' that is not part of the Science National Curriculum, after consultation with the Head in the Prep School, and the Senior Deputy Head in the Senior School, although the College advises parents against this course of action. In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils, but parents may request to withdraw their children, up to and until three terms before their child turns 16, from sex education (but not Relationships or, Health Education); such requests should be discussed with the Senior Deputy Head in the Senior School or Head in the Prep School. After the point which marks three terms before a child turns 16, if the child wishes to receive sex education rather than be withdrawn, the College should make arrangements to provide the child with sex education during one of those terms. Should a parent choose to withdraw their child we will offer support via a meeting and ensure that their child's other learning is not disrupted. Additional support for use at home by parents can be accessed; a number of informative weblinks can be provided for parents to review and discuss them with their child.

Concerns and Complaints

Any concern or complaint about the content or delivery of the RSE programme should be addressed to the relevant Head of Life Skills/PSHEE/Senior Deputy Head (Senior School) or the Heads.

Safeguarding

Pupils will be made clearly aware that some information cannot be kept confidential by College staff and that staff have a responsibility in certain circumstances, to refer the matter on to the appropriate person. Where disclosures indicate that a pupil is at risk, or where there is a suspicion of possible abuse, this must be managed in accordance with the procedures contained in the College's Safeguarding Policy.

Any concerns about the welfare of a pupil for example engaging in underage sexual activity or involvement in a coercive relationship should be referred to the DSL via CPOMS in line with the College's Safeguarding Policy and Child Protection Procedure.

Advice is available for all pupils and parents if they request it, regarding information about where and from whom they can receive confidential relationships and sex advice/counselling and treatment. In the first instance the Health Centre will take on this role.

Prior to any external speakers, care is taken, to ensure the content is appropriate to the age and ability of the pupils and aligns with the College's approach to RSE. Parents will always be notified in advance and provided with an overview of the content to be covered. Safeguarding protocols are handed to all visitors to the College.

Special Educational Needs and Disabilities

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. The nature of work undertaken in RSE will be appropriate to the age, experience, reading level, maturity and sensitivity of any pupils with special educational needs or disabilities. As pupils mature and develop at different rates, the RSE programme is therefore a 'spiral system' in as much as key concepts are revisited several times throughout the programme. This allows for reinforcement at the differentiated stages of pupil maturity. Children with special educational needs and/or disabilities may require support with their learning and adjustments will be made as appropriate.

Equality

In teaching RSE the College will comply with relevant requirements under the Equality Act 2010. Under the provisions of the Equality Act, the College must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. The College will make reasonable adjustment to alleviate disadvantage where it is required.

Monitoring, Evaluating and Reviewing the RSE Programme

The policy is a living document, which we are committed to monitoring and evaluating the effectiveness of on a regular basis as well as ensuring it complies with statutory changes. Of particular importance to the RSE programme are:

- The value of discussion and debate in the delivery of these topics, and ongoing teacher assessment of pupil understanding, and feedback, takes place during curriculum time. We recognise that some pupils may find some topics difficult.
- The evaluation of understanding through the use of baseline and formative assessments, pupil reflections and self-assessment, and adapting teaching accordingly. Assessments will also be used to identify where a pupil might benefit from extra support or intervention.
- Regular pupil feedback, via questionnaires and discussion in Life Skills/PSHEE, in House, in Tutor periods etc.
- Staff review and feedback, particularly at House Staff, Tutor, Welfare Committee Meetings.
- Monitoring our pastoral, safeguarding and bullying concerns to address specific incidents, and identify potential trends.
- Parental feedback via the Head's Parent Panel and parental questionnaires on school provision.
- Continuing opportunities for INSET training as deemed necessary.
- Meetings of RSE teachers take place to review and evaluate the effectiveness of our provision.
- Resource materials which are updated as necessary and made available to staff, pupils and any parents who wish to review them.

The policy is regularly reviewed and will be updated as required, and at least annually. Currently Wycliffe's RSE Policy is consistent with:

- DfE RSE Guidance (first published June 2019)
- PHSE Association Guidance

This policy will be reviewed and approved annually by the College Trustees via the Welfare Committee.

WYCLIFFE COLLEGE RELATIONSHIPS EDUCATION AND SEX EDUCATION POLICY



Other Policies/Staff Guidelines, which have relevance to the RSE Policy, are:

- Anti-Bullying Policy
- Behaviour Policies (which includes Alcohol, Smoking and Drugs)
- Data Retention Policy
- Equal Opportunities Policy (part of Staff Handbook)
- Privacy Notice
- Safeguarding Policy and Child Protection Procedure
- SEND and SEND (EYFS) Policies
- Spiritual, Moral, Social & Cultural Education Policy

Member of Staff responsible: Caoimhe Pettingell (Senior Deputy Head – Senior School)
Reviewed annually in July.

Appendix 1

RSE Content

RSE provides knowledge, and encourages the acquisition of skills and attitudes, which will allow pupils to manage their lives in a responsible and healthy manner.

The programme is carefully designed to safeguard and support pupils. **Teaching will be objective, balanced, and not promote any particular viewpoint.** The content will be age-appropriate and sensitive, delivered at the appropriate key stage, and building knowledge and life skills over time in a way that prepares pupils for the future and may include:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships
- how to recognise, understand and build healthy and respectful relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships
- different types of sexuality (LGBT)
- how some relationships can affect health and wellbeing, including mental health
- the importance of personal safety including online
- the biological aspects of puberty and reproduction
- the advantages and disadvantages of various methods of family planning in terms of personal preference and their social and moral implications
- sensitive matters such as conception, virginity, birth, child-rearing, abortion, IVF, sexual orientation, sexually transmitted diseases and technological developments (including sexting) which involve consideration of attitudes, values, beliefs and morality
- analysing moral values and exploring those held by different cultures and groups
- health related matters such as contraception, HIV/AIDS and STIs and where appropriate, abortion/termination
- where pupils can find help and support, including from external organisations and agencies and sex and the law (including sexting and pornography).

Pupils will also be encouraged to consider the importance of the following values:

- self-respect and respect for others
- promotion of self-esteem
- tolerance, understanding and sensitivity towards the needs and views of others
- non-exploitation in sexual relationships
- culture in which we explore rights, duties and responsibilities in relationships
- healthy, happy and emotionally stable relationships now and in the future
- an acknowledgement and understanding of different religions, cultures, sexual orientations and social and economic backgrounds and how this can impact on relationships
- responsibility to themselves, their family, the College and the wider community.

Pupils will be helped to develop the following skills:

- communication, including the making and keeping of relationships
- assertiveness
- decision making
- recognising and using opportunities to develop a healthy lifestyle.

Family Life

The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between groups of people, with an emphasis on stability, respect, tolerance, caring and support. Pupils will be encouraged to appreciate the value of a stable family life,

marriage and the responsibilities of parenthood. Such matters will be treated with sensitivity. Particular care will be taken with matters relating to marital breakdown and divorce.

Contraceptive 'Advice', Information and Referrals

Pupils will be taught about contraception – as part of the RSE programme. This will include information on how all pupils including under 16s, can access local services for confidential advice and treatment. Pupils who have been withdrawn from the RSE programme by their parents are still entitled to the information about local services. The School Nurses deliver this area of the RSE programme and are also available at the Health Centre for any confidential advice required by pupils. Gloucestershire's '*Little Directory*' is readily available to all pupils and is present in the Health Centre and in Houses.

It is not the role of teachers to advise on health issues. They should encourage the pupil to talk to a parent/carer, and/or the College Nurses, young people's health service or GP.

Sensitive Issues

As part of the RSE programme sensitive issues such as HIV/AIDS, sexuality and abortion/termination, are addressed. Facts are presented in an objective and balanced manner, with pupils being encouraged to consider the attitudes and values within the framework already set out. They will be made aware of the differences between fact, opinion and religious belief.

Sexual Orientation

Objective discussion of sexual orientation will take place in the RSE programme in order to raise awareness of diversity in society and to help address prejudice.

Help, Support and Counselling

Help, support and counselling will be given to all who request it.

Wycliffe's health professionals are able to offer young people confidentiality and can provide a link between the College and support services. Staff actively promote pupils to seek help and advice from the College Health Centre and College Doctor.

Pupils may contact the help lines that are displayed and available in all Houses.

Pupils may also contact various websites for information and help:

[National Children's Bureau](#)

[Brook](#) sexual health advisory service

[Avert](#) global information on HIV and AIDS

[Gloucestershire Healthy Living and Learning](#)

[FPA](#) the sexual health company

Appendix 1

There are 5 areas which have to be covered under the RSE Statutory Guidance for Primary– Families and People who care, Caring Friendships, Respectful Relationships, Online Relationships, Being Safe

***RSE Specific Information Prep School
2025-2026***

Year Group	Content covered	By whom
The Nursery Class	• <i>Being Me In My World</i>: Self-identity, understanding feelings, rights and responsibilities • <i>Celebrating Difference</i>: Identifying talents, families, making friends and standing up for yourself	Tutors
Reception	• <i>Dreams and Goals</i>: Challenges, perseverance, goals, overcoming obstacles and seeking help • <i>Healthy Me</i>: Exercising bodies, healthy food, sleep, keeping clean and safety • <i>Relationships</i>: Family life, friendships, dealing with bullying and being a good friend • <i>Changing Me</i>: Bodies, respecting my body, growing up, fun and fears	
Year 1	• <i>Being Me in My World</i>: Feeling special and safe, being part of a class, rights and responsibilities, rewards and consequences • <i>Celebrating Difference</i>: Similarities and differences, understanding bullying, making new friends and celebrating the differences in everyone • <i>Dreams and Goals</i>: Goals, identifying successes, learning styles, tackling new challenges and overcoming obstacles • <i>Healthy Me</i>: Keeping myself healthy, lifestyle choices, medicine safety/ safety with household items and road safety • <i>Relationships</i>: Family, being a good friend, personal space, identify people who help us and qualities needed to be a friend • <i>Changing Me</i>: Life cycles, changes since being a baby, differences between female and male bodies (correct terminology), Coping with change and transition	Tutors
Year 2	• <i>Being Me in My World</i>: Hopes, fears, rights and responsibilities, safe and fair learning environments, valuing contributions, choices and recognising feelings • <i>Celebrating Difference</i>: Assumptions, stereotypes about gender, understanding bullying, diversity, celebrating difference and remaining friends • <i>Dreams and Goals</i>: Achieving realistic goals, perseverance, learning strengths Learning with others, contributing to and sharing success • <i>Healthy Me</i>: Motivation, healthier choices, relaxation, nutrition, snacks and sharing food • <i>Relationships</i>: Different types of family, physical contact boundaries, friendship and conflict, secrets, trust and appreciation	Tutors

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	• <i>Changing Me</i>: Life cycles in nature, growing from young to old, increasing independence, differences in female and male bodies (correct terminology) assertiveness and preparing for transition	
Year 3	• <i>Being Me in My World</i>: Personal goals, self-identity, challenges, rules, rights and responsibilities, rewards and consequences, responsible choices and seeing things from others' perspectives • <i>Celebrating Difference</i>: Families, conflict and how to manage it (child-centred), witnessing bullying and how to solve it, recognising how words can be hurtful, giving and receiving compliments • <i>Dreams and Goals</i>: Difficult challenges and achieving success, new challenges, trying to overcome obstacles, evaluating learning processes, managing feelings and simple budgeting • <i>Healthy Me</i>: Exercise, food labelling and healthy swaps, attitudes towards drugs, keeping safe and why it's important online and off line, respect for myself and others and healthy choices • <i>Relationships</i>: Family roles and responsibilities, friendship and negotiation keeping safe online and who to go to for help, being a global citizen, being aware of how my choices affect others, awareness of how other children have different lives and expressing appreciation for family and friends • <i>Changing Me</i>: How babies grow, understanding a baby's needs, body changes (outside and inside), stereotypes and challenging ideas	Tutors
Year 4	• <i>Being Me in My World</i>: Being part of a team, a school citizen, rights, responsibilities, democracy (school council) rewards, group decision-making, having a voice and motivating behaviour • <i>Celebrating Difference</i>: Challenging assumptions, judging by appearance, accepting self and others, influences, bullying, problem-solving, first impressions and being unique • <i>Dreams and Goals</i>: Hopes and dreams, disappointment, goals, working in a group, celebrating contributions, resilience and positive attitudes • <i>Healthy Me</i>: Healthier friendships, group dynamics, smoking, alcohol and vaping, assertiveness, peer pressure and celebrating inner strength • <i>Relationships</i>: Jealousy, love and loss, getting on and falling out, girlfriends and boyfriends, showing appreciation to people and animals • <i>Changing Me</i>: Being unique, having a baby, girls and puberty, confidence in change and accepting change	Tutors
Year 5	• <i>Being Me in My World</i>: Planning the year ahead, being a citizen, Rights and responsibilities, how behaviour affects groups, democracy, having a voice and participating • <i>Celebrating Difference</i>: Cultural differences and how they can cause conflict, racism, rumours and name-calling, types of bullying, wealth and happiness and enjoying and respecting other cultures • <i>Dreams and Goals</i>: Future dreams, money, jobs and careers, dream job and how to get there, goals in different cultures, supporting others (charity) and motivation	Tutors

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	• <i>Healthy Me</i>: Smoking includes vaping, alcohol, anti-social behaviour, emergency aid, body image, relationships with food, healthy choices, motivation and behaviour • <i>Relationships</i>: Self-recognition and self-worth, self-esteem, safer online communities, Rights and responsibilities online, online gaming and gambling, reducing screen time, dangers of online grooming, SMARRT internet safety rules • <i>Changing Me</i>: Self- and body image, influence of online and media on body image, puberty for girls, puberty for boys, conception (including IVF) growing responsibility, coping with change and transition	
Year 6	• <i>Being Me in My World</i>: Identifying goals, global citizenship, children's universal rights, feeling welcome and valued, choices, consequences and rewards, group dynamics, democracy, having a voice, anti-social behaviour and role-modelling • <i>Celebrating Difference</i>: Perceptions of normality, understanding disability, power struggles, bullying, inclusion/exclusion, differences as conflict, difference as celebration and empathy • <i>Dreams and Goals</i>: Personal learning goals, in and out of school, success criteria, emotions in success, making a difference in the world, motivation, recognising achievements and compliments • <i>Healthy Me</i>: Taking personal responsibility, how substances affect the body, exploitation including 'county lines' and gang culture emotional and mental health, and managing stress • <i>Relationships</i>: Mental health, sources of support, love and loss, managing feelings, power and control, assertiveness, technology safety and how to take responsibility with technology use • <i>Changing Me</i>: Self-image, body-image, puberty and feelings, conception to birth, reflections about change, physical attraction, respect and consent, boyfriends/girlfriends, sexting and transition	Tutors Health Centre
Year 7	• How do I fit into the world I live in? • Identity, influence and online identity • Do we need to feel 'the same as' to belong? • Prejudice, discrimination, stereotypes and bullying • Can my choices affect my dreams and goals? • Dreams, goals, respect in relationships, risky and unsafe choices • To what extent am I responsible for my mental and physical health? • Mindfulness, stress and choice • What can make a relationship healthier or less healthy? • Healthy and supportive relationships • Do I stay the same when things around me change? • Puberty, having a baby, types of relationships, image and self-esteem	Tutors Science Teachers Health Centre
Year 8	• Can I choose how I fit into the world? • Identities, stereotypes, faiths and beliefs • How different are we really? • Prejudice, discrimination, social injustice and LGBT bullying • Can the choices I make now influence my future? • Goals, money, spending and tracking money	Tutors Health Centre

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	• Can I become more responsible for my health and happiness? • Physical health, choices, vaccinations and substances • How much should what and who are around us impact our self-worth? • Being in control of myself, relationships and staying safe physically and online • What factors can make an intimate relationship happy and healthier? • Different types of relationships, attraction, pornography and alcohol	
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***RSE Specific Information Senior School
2025-2026***

Year Group	Content covered	By whom
Year 9	• Healthy relationships • Online relationships • Abusive behaviour and bullying • Positive and respectful intimate relationships • Consent • Pornography and sharing/creating sexual imagery • Family life • Individual, family and community values • Difference and challenging prejudice • Sexual health – how to access health services when appropriate; contraception and common STIs	Life Skills teachers: Mrs Pettingell, Mr Costello Mr Thomas Mr Routledge
Year 10	• Healthy and unhealthy relationships • Exploitation and abuse in relationships, including health and support • Rights, trust and values in relationships • Consent • Pressure, persuasion and coercion • Pornography • Challenging discrimination • Parenting skills and family life • Impact of separation and loss in relationships • Pregnancy choices • Honour based abuse, FGM, Forced Marriage • Online safety, including grooming, sexting, fake news, seeking support	Life Skills teachers: Mrs Pettingell, Mr Thomas, Mr Costello Mr Routledge
Year 11	• Stages of romantic relationships • Domestic abuse • Separation and loss • The law, rights and responsibilities in sexual relationships • Safer sex • Sexual assault and what to do about it • Faith, culture, values, sex and relationships • Harmful online content and pornography • Substances and risky behaviour • Pregnancy choices, including fertility • Finding and using health services	Life Skills teachers: Mr Routledge Mrs Pettingell Mr Costello Mr Thomas
Sixth Form	• Recap on key themes from years 9-11 in an age appropriate manner	Various speakers followed by discussion groups