



1. Aims for Relationship and Sex Education (RSE)

- 1.1 The aim of RSE is to help and to support young people through their physical, emotional and moral development. This policy, embedded within the approach of the Wellbeing Department, will help Wycombe Abbey pupils to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. It should equip pupils with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and wellbeing.
- 1.2 It is to be noted that effective sex and relationship education does not encourage early sexual experimentation. It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of strong, loving, respectful relationships for both family life and all current and future relationships. It is also about the teaching of sex, sexuality and sexual health as well as learning the reasons for delaying sexual activity, and the benefits to be gained from such delay and the avoidance of unplanned pregnancy.
- 1.3 The Department for Education have also highlighted the importance of Relationship and Sex Education in tackling issues of Peer on Peer abuse, sexual violence and harassment and harmful sexual behaviours. This is integrated into the teaching of RSE.
- 1.4 The Department of Education have highlighted that schools should ensure that the teaching of Relationship and Sex education should ensure the needs of all pupils are appropriately met, that it should promote tolerance, equality and respect and that all pupils will have been taught LGBTQ+ content.

2. National backdrop

- 2.1 The UK has the highest teenage birth and abortion rates in Western Europe (source FPA.) The conception rates for the under 18 age range also continue to be very high and the rates for sexually transmitted infections (STIs) for the under 16 and the 16-19 age groups are also a cause for concern. It is recognised by research that effective RSE in schools empowers children and young people to make informed choices which can positively affect these issues.

3. School environment, relationships and ethos of the school

- 3.1 Wycombe Abbey's three core values of trust, encouragement and mutual respect permeate the ethos and our approach not just in Wellbeing but across the School. The Wellbeing department aims to work closely with the Housemistresses, Matrons and tutor teams to help each pupil to flourish.
- 3.2 All staff share responsibility for promoting and safeguarding the welfare of the pupils and must adhere to, and comply with, the School's child protection and safeguarding policy at all times. It is within this safe learning environment that Wellbeing and RSE are delivered.
- 3.3 Our programme reflects this ethos demonstrating and follows [current DfE Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(2019\)](#) that all RSE should promote the following:
 - Healthy, nurturing relationships of all kinds.

- Taking responsibility for one's actions in all situations and understanding of the importance of respect for oneself and for others.
- Honesty and loyalty in relationships and an understanding of what is a healthy relationship
- The importance and responsibilities of the family unit for all members.
- Sensitivity to the needs and views of others.
- To recognise and accept diversity within society- educating pupils to promote equality and challenge stereotyping and prejudicial behaviour.
- Safe behaviour within relationships and online

Our programme also aims to educate pupils in relation to the potential risks related to sexual violence, sexual harassment and peer on peer abuse and pays regard to the [DfE guidance on sexual violence and sexual harassment \(2021\)](#). Our programme does not encourage early sexual experimentation.

4. School Curriculum

4.1 Opportunities exist in other curriculum areas for promoting RSE and especially in subjects such as Biology and RS. The Wellbeing department aims to work in partnership with all Heads of Department, Housemistresses, Heads of Section, the school Health Centre and with parents to ensure that the curriculum meets the needs of its pupils.

4.2 Parents are informed about the Wellbeing curriculum at Parent / Teacher meetings, on the website and in letters. Parents are consulted with about the provision of RSE and parents of pupils in U11 to U13 are given the opportunity to withdraw their child from RSE provision. All pupils in Sixth Form have access to RSE provision. They are able to withdraw themselves from this aspect of the curriculum, if they wish. Should a pupil who has been withdraw by their parents wish to receive relationship and sex education once they turn 16, or in the three terms before they turn 16, arrangements will be made.

Pupils are encouraged to consider and enhance their physical, moral and emotional development. It is about the understanding of the importance of a strong stable and loving relationships, respect and care.

It has three main elements:

- Attitudes and values;
- Personal and social skills and emotional literacy;
- Knowledge and understanding.

4.3 RSE within the curriculum at Wycombe Abbey aims:

- To provide pupils with accurate information through the use of engaging learning opportunities, relevant resources and interesting activities;
- To make use of expert visitors such as sexual health practitioners and the school nurses;
- To encourage personal responsibility in all forms of behaviour
- To foster and encourage self-esteem, and the ability to form and maintain positive relationships;
- To encourage respect and consideration for others;
- To encourage responsibility for their family, friends, school and wider community.

RSE education includes teaching LGBT content throughout the course rather than a stand-alone unit.

The following issues are covered within Wellbeing in each year:

U11

- Sexual reproduction - conception and pregnancy;

- Puberty - hormonal changes, physical changes to boys and girls, menstruation, mood swings and ejaculation;
- Relationships/friendships – skills of negotiation and resisting negative peer pressure, managing strong emotions and developing a personal identity.

LIV

- Relationships – trust and mutual respect, assertiveness skills in friendships;
- Understanding of the consequences of unprotected sex – pregnancy, STIs including information about the HPV;

UIV

- Healthy and respectful relationships, friendships and families; healthy relationship and how to spot signs of dangerous/negative relationships including the peer relationships and peer on peer abuse
- Pregnancy and STIs;
- Contraception including emergency contraception;
- Sexual health services introduction;
- Sexual identity and orientation;
- Domestic violence;
- Sexual bullying and sexual harassment;
- Parenting – roles and responsibilities;
- The place of sex within relationships in the context of stable, loving relationships including marriage;
- Types of contraception;
- Sex and the law - highlighting to pupils that sexual violence and sexual harassment is always wrong, including online behaviours;
- Morality - attitudes towards sex;
- Abortion.

LV

Healthy Lifestyle - Links between sex and alcohol, benefits and appropriateness of different methods of contraception, correct condom use, consequences of high risk sexual behaviour, STIs including HIV/AIDS, avoiding sexual exploitation and abuse.

The following issues are covered within the General Studies programme in the Sixth Form:

LVI

Sex and Relationship Education two week module:

Week one: female and male anatomy, sexuality, gender. This is also an opportunity to answer any questions that the pupils may have.

Week two: All pupils take part in a consent workshop where the pupils are taught what consent, rape and sexual abuse is as defined by the law in the UK and other countries around the world.

UVI

Input from school nurse on sexual health issues.

5. Approaches to teaching and learning

- 5.1 Effective sex and relationship education does not encourage early sexual experimentation. It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. Our approach to learning aims to explain what respectful behaviour looks like, to help challenge inequalities

and prejudiced behaviour and to address issues related to sexual harassment. It is also about the teaching of sex, sexuality and sexual health as well as learning the reasons for delaying sexual activity, and the benefits to be gained from such delay and the avoidance of unplanned pregnancy. Pupils will be taught about the importance of family life and mature loving relationships within the context of sexual health. They will be taught about avoiding unwanted teenage pregnancy and sexually transmitted infections including HIV. All questions will be answered sensitively and honestly in accordance with the age and maturity of the pupils. If any questions give rise to concern with regard to the pupils' age and maturity the School's Designated Safeguarding Lead will be consulted.

In UIV to UVI pupils will be given the opportunity to discuss safer sex, contraceptive options and the possible consequences of high-risk taking behaviour. The Wellbeing schemes of work and lesson plans provide further details.

5.2 Wycombe Abbey Wellbeing staff help young people develop confidence in talking, listening and thinking about sex and relationships. A number of teaching strategies help this, including:

- Establishing ground rules with pupils that discourage personal questions or disclosures
- Using 'distancing' techniques, such as using case studies and question boxes
- Using discussion and project learning methods with appropriate materials
- Encouraging reflection on attitudes and values

5.3 To facilitate pupils' learning in RSE:

- The purpose of each lesson is made clear;
- Appropriate learning experiences are planned and meet the needs of **all** the pupils in the class;
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes and knowledge;
- Time is given for pupils to reflect and consolidate their learning;
- Pupils are encouraged to take responsibility for their own learning and to record their own progress;
- Attention is given to developing a safe and secure classroom climate;
- Staff training needs are met by appropriate training and staff meetings;
- Pupils are made aware of where to find appropriate additional information and the difficulties and dangers of information related to relationships and sex that can be accessed online.

5.4 Teachers and other adults involved in RSE will sometimes hear disclosures that suggest a child may be at risk of abuse. It is essential that all teaching, school Health Centre staff or visitors are aware of the school's safeguarding policy and child protection procedures. A copy of this is available in the Staff Handbook and on the intranet. Where an adult believes a child may be at risk the Designated Safeguarding Lead must be consulted before any further action is taken.

5.5 Dissemination and Review

The policy will be disseminated widely in the whole school community on the intranet and will be available to parents on request. As part of the monitoring of the policy and provision discussions are held with pupils and the safeguarding committee. This policy is reviewed annually.

Member of staff
Reviewed

Head of Wellbeing, Deputy Head (Pupils)
August 2021

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