

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 PSHE/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 Relationship and Sex 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 child-on-child abuse, sexual violence and harassment and harmful sexual behaviours. This is integrated into the teaching of RSE and forms part of preventative education.
- 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 LGBT 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. The work of "Everyone's Invited" has highlighted the importance of educating young people on the importance of healthy relationships within RSE lessons. Wycombe Abbey aims to equip young people with the skills that they need to navigate and be safe in all types of relationships.

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 RSE is led and managed by the Head of PSHE and both RSE and PSHE are taught by specialist teachers to enhance the experience for pupils in this important subject.

Wellbeing lessons in Third Form (yr 7) and Fourth Form (Yr 8 and 9) are taught by the Head of PSHE, Director of Safeguarding and Pupil Welfare and a Housemistress. Wellbeing content is taught to LV (Yr10) by seven subject specialist members of staff, including the chaplain, and external speakers. PSHE is delivered to UV (Yr 11) and Sixth Form (Yr12 and 13) through external speakers and the Head of PSHE.

The Wellbeing department aims to work closely with the Housemistresses, Deputy Housemistresses, House Matrons, the Health Centre, Heads of Section 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 Safeguarding and Child Protection 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 guidance \(updated 2024\)](#) 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 child on child abuse and pays regard to the Keeping Children Safe in Education (Sept 2024). 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 RS and PE. The Wellbeing department aims to work in partnership with all Heads of Department, Housemistresses, Deputy Housemistresses, Heads of Section, the Health Centre, Tutors and with parents to ensure that the curriculum meets the needs of its pupils.

4.2 Parents are informed about the Wellbeing curriculum via the website and in letters and resources shared with parents as appropriate. Parents are consulted with about the provision of RSE and parents of pupils in U11 to U16 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 withdrawn 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 strong stable and loving relationships, respect and care.

It has three main elements:

- Attitudes and values;
- Personal and social skills and emotional literacy; and
- 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; and
- 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 in every year group and is fully integrated into our lessons and resources. Wycombe Abbey believes that all young people should have an inclusive RSE education. The School will actively tackle any homophobic, biphobic or transphobic bullying. The Wellbeing department promotes tolerance and acceptance so that all can learn and flourish within our school community.

- 4.4 The following PSHE and RSE issues are covered within the timetabled Wellbeing lessons, assemblies and tutor time sessions each year and is appropriate to age and stage of development.

Ulll

- Transitioning to a secondary school
- Friendship and empathy
- Friendship challenges
- My strengths, skills and attributes
- Fixed and growth mindsets
- Peeling back the labels
- Protected characteristics
- Disability stigma
- Puberty
- Menstruation
- FGM
- An introduction to consent
- Physical activity
- Sleep
- Caffeine
- Personal safety
- Mental health
- Social media
- Budgeting and saving

The Director of Safeguarding and Pupil Welfare visits Ulll pupils in their boarding house to run a session on the Safeguarding software “Smoothwall” and to offer a chance for pupils to ask questions relating to RSE outside of the classroom.

LlV

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- Smoking
- Vaping
- Alcohol
- An equal opportunity to be healthy
- Celebrating diversity and preventing discrimination
- Supportive communities

- Roles in the family
- Relationship values
- Relationship expectations
- Marriage
- Freedom and capacity to consent
- Avoiding assumptions
- Intro to safe sex
- Sex, gender and sexual orientation
- Positive wellbeing
- Body image
- Bravery and risk taking
- Communication and workplace skills
- Personal information and social engineering
- Data protection
- Identifying scams

UIV

- Drugs and the law
- Cannabis
- Managing risk taking in drug taking
- Gangs
- Knife crime
- Extremism and radicalisation
- Change, grief and loss
- Red flag behaviour
- Respectful relationships
- Sending nudes
- Ending relationships
- Vulva and penis
- Consent
- STIs
- Contraception
- Routes to parenthood
- Parenting
- Media resilience
- Mental health and coping strategies
- Balance between school and leisure

LV

The following issues are covered within the LV Wellbeing carousel:

- Alcohol, including presence at festivals and parties
- HIV education
- Skin cancer
- Role of pleasure in sexual relationships
- Writing a CV
- Food hygiene and cookery skills
- Politics & Citizenship – discussion of current affairs
- Spirituality

- Different learning needs
- Mortgages, taxes and pensions

UV

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

- Media and pornography and how it impacts upon sexual attitudes, expectations and behaviours
- Ethical and legal implications to consent including- manipulation, coercion and capacity to consent. How to recognise these and seek support
- Opportunities and risks of forming and conducting relationships online.
- Relationship values and role of pleasure in relationships
- Violence against women
- Risk taking behaviours

Sixth Form

The following issues are covered within the Carrington Programme in the Sixth Form:

- Recap of previous RSE topics to ensure new pupils have access to full RSE education
- Family and changing family structures
- Fertility
- Pregnancy, birth and miscarriage
- Unplanned pregnancy options, including abortion
- Adoption and fostering
- 'Honor based' violence and how to access support
- Sexual abuse and how to access support
- Healthy relationship skills
- Breast cancer education and gynaecological health
- Vulva/penile health, sexual health checks, menstruation, misconceptions and stigmas
- Menopause education
- Personal safety education

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 LIV 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;
- Content and delivery of RSE is designed to be inclusive for all pupils and consideration is given to pupils who may have additional vulnerabilities during their childhood and adolescence including pupils with SEND. Teaching will be differentiated and personalised based on the needs of the pupils in the class. Some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can be a particular important subject to safeguard some pupils in this area;
- The RSE curriculum complies with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics. The needs of all pupils are properly met and that all pupils understand the importance of equality and respect; and
- Consideration will be given as to when it is appropriate to teach pupils about LGBT and content will be fully integrated into the curriculum rather than taught as a standalone unit or lesson. All pupils will have been taught LGBT content at a timely point within the RSE curriculum.

5.4 The expectation of high-quality work in RSE and Wellbeing is the same as for other curriculum areas. Whilst there is no formal examined assessment for RSE or Wellbeing, the pupils' progress is measured each lesson by the completion of a baseline assessment and end of lesson reflection questions. In addition, the department will build in opportunity for teachers to assess outcomes such as quizzes and exit-cards to capture pupil progress. Pupils will receive approach to learning grades and written reports for Wellbeing education. There will be an opportunity for parents to meet the Wellbeing teachers at Parent Teacher meetings either online or in person.

Lessons are planned to ensure that stretch and challenge is built in for the most able pupils and are also accessible for those pupils that need more support.

The curriculum builds on the knowledge pupils have previously acquired, including in other subjects and will have regular opportunity for feedback on pupils' progress.

- 5.5 There are points in the year in which our RSE curriculum is enriched from external speakers talking to or running workshops with our pupils. External speakers are briefed in advance by the Head of PSHE, or other appropriate members of staff to discuss the purpose, outcomes and objectives of their visit. Where external providers are engaged the visiting speaker policy is followed.
- 5.6 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 and child protection procedures. A copy of this is available in the Staff Handbook and School's website. Where an adult believes a child may be at risk the Designated Safeguarding Lead must be consulted before any further action is taken.
6. **Dissemination and Review**
- 6.1 The policy will be disseminated widely in the whole school community in the Staff Handbook will be available to current and perspective parents on the School's website. As part of the monitoring of the policy and provision discussions are held with pupils and the safeguarding committee. This policy is reviewed annually.
- 6.2 Monitoring the effectiveness of RSE and Wellbeing is undertaken, via pupil feedback, at the end of every topic and the Head of PSHE will also gather feedback from pupils, about visiting speakers. This data is reviewed as appropriate by the Head of PSHE. Wellbeing lessons are observed by relevant members of the School's teaching body, including a Safeguarding Governor on an annual basis to ensure that our high standard of teaching and learning are met.
The Head of PSHE will attend School Council meetings, Prefect meetings and has regular meetings with the Wellbeing officers to gain further feedback of the quality of RSE and Wellbeing lessons and teaching.

Member of staff	Head of PSHE, Deputy Head (Pastoral)
Reviewed	August 2025

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Related Policies:

Safeguarding and Child Protection Policy
Curriculum Policy
SEND Policy
Visiting Speaker Procedure
Wellbeing and Mental Health Policy for Pupils
Health Centre Handbook including drugs and alcohol policy