



Sex, Relationships and Health Policy

Document Review

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Equality Statement

Wrotham School strongly promotes equality of opportunity under all circumstances and in all contexts. Please refer to our Trust’s Equality Policy for more detailed information.

This policy is produced in line with the Equality Act 2010 and the Department for Education guidance ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers’ 2019

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Foreword

Wrotham School promotes equality of opportunity. We are committed to take an active and positive stand to ensure all stakeholders have a right to equality of opportunity and achievement regardless of race and ethnicity, faith, belief and religion, disability and access, age, sex, sexual orientation, gender, and marital status.

This policy complements and is supported by the school's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding.

Sex, Relationships and Health education sits within our broader ethos and approach to develop our pupils socially, morally, spiritually and culturally.

RSE delivery comprehensively covers the requirement to teach 'British Values' and the delivery of this policy also reflects our school's focus on developing 'Character Strengths.' Relationships Education and Health Education will be set within Wrotham Schools' Character Education programme. We focus on developing good character and strong personal character strengths and attributes.

At Wrotham School we prioritise the development of good character as it equips our students and staff with the tools required to make good decisions at school and beyond, so that they may do good in the world. In addition, we believe that a focus in developing character strengths through spiritual, moral, social and cultural opportunities leads to the effective personal development of well-rounded individuals, and embeds British values into the culture of our school. This Character focus will be a key underpinning of our work in RSE.

We recognise and respect that there will be a range of opinions regarding RSE. Our guide and fundamental principle is the law. We will teach our students factually and in line with the applicable laws so that Wrotham school students understand their rights and responsibilities as citizens, with an appreciation and respect for a range of perspectives and, within the law, should 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.

The updated statutory guidance reflects the most recent national framework for Relationships, Sex and Health Education.

Foreword by the Secretary of State for Education (July 2025):

"We have comprehensively updated the RSHE guidance to address the most challenging issues facing young people today, to make it fit for the digital age, and to equip teachers to support young people to build healthy, respectful relationships in an increasingly complex online world. The updated guidance provides a practical framework that enables schools to teach RSHE in a way which puts children's wellbeing and safeguarding at its heart." — **Rt Hon Bridget Phillipson MP, Secretary of State for Education (July 2025)**

Statutory Requirements

As part of the National Curriculum all students must study relationships, sex and health education. 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools.'

What is Relationships, Sex and Health' education (RSE)?

Relationships and Sex Education is the study of the physical, emotional, social and mental parts of growing up. This includes learning about topics such as: relationships, health, mental well-being, safety, diversity, sexual health, healthy lifestyles and identity. The study of these topics involves sharing ideas and discussion.

Aims and Objectives

Effective Sex, Relationship Education and Health Education (RSE) is essential if young people are to make responsible and well informed decisions about their lives. 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 will 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 will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It will teach what acceptable and unacceptable behaviour in relationships are and 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.

RSE aims to provide pupils with lifelong learning about physical, moral and emotional development and build their respect for themselves and others. We will help students to live confident, healthy and independent lives. Teaching in this area is sensitive as not to stigmatise children on the basis of their home circumstances. RSE is also about the teaching of sex, sexuality, sexual health and work to prevent and remove prejudice and where to obtain appropriate advice on sexual health. It is not about the promotion of sexual orientation or sexual activity.

RSE does not encourage early sexual experimentation. It will 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. We support all of our students to develop ideas

that will support them 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. Safer sex and sexual health lessons will be delivered in a non-judgemental, factual way and allow our students to ask questions in a safe environment. There will be clear ground rules explained and sensitive discussion will be supported by the use of question boxes to allow pupils to raise issues anonymously. Wrotham staff will be supported in all aspects of the RSE delivery to deliver this confidently and clearly.

Delivery

Students will be taught RSE in discrete 'Life and Society' lessons in Years 7, 8 and 9. Further to this, students will be taught RSE as part of our Progress Time curriculum in KS3, KS4 and KS5.

The lessons and subject content of RSE will be taught by our teaching staff. Where applicable we might invite external specialists or speakers into school to deliver specific areas of RSE provision as deemed suitable by the leadership team who would be subject to the same safeguarding processes and procedures.

At Wrotham School we provide a curriculum where RSE sensitive topics and subject contents can be discussed. We take into account age-appropriateness of topics and are mindful of the sensitivity of some of these topics.

Subject content

Following on from their education at Primary School, alongside being taught about intimate relationships, pupils will be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. We want students to recognise healthy relationships and those that are distorted, toxic or harmful. This will link very closely with our work in Health Education.

Wrotham School students will be taught the facts about the law and sex, sexuality and gender. We will make explicit reference to the Equality Act and are committed to providing sex, relationship and health education in an inclusive way. As our students develop their identities and sexuality. Sexual orientation and gender questioning and all LGBT+ issues will be explored sensitively and in a clear, inclusive and respectful manner. We understand that young people may be discovering or understanding their sexual orientation or gender identity and we are clear in our ethos that all students can expect respect and support in an inclusive environment. All stable and healthy relationships will be discussed and given equal status and respect, including same sex relationships.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will be addressed sensitively and clearly. We will address the

physical and emotional damage caused by female genital mutilation (FGM). Our students will also be taught where to find support and they will be taught that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, our students will be given support 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 we will provide strategies and support to manage this or access support for oneself or others at risk. Wrotham School has a strong pastoral support and safeguarding team and are mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, our school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Key aspects of the law relating to sex will be taught include:

- The age of consent;
- What consent is and is not;
- The definitions and recognition of rape, sexual assault and harassment, and;
- Choices permitted by the law around pregnancy.

Internet safety

Wrotham School students will be taught the 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.

Our pupils should 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. This is particularly important when considering current affairs or news that will have been seen only via social media for some of our students.

Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. Our focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

We will also teach our students about positive online role models and unhealthy online behaviours in relation to body positivity and self-esteem and self-respect. The role of social media on mental health, understanding the negative influence of certain platforms and appropriate time spent online will also be covered.

For Sex and relationship education, by the end of year 11 (and also covered in our Sixth Form) in Wrotham School our students will have been taught:

*Areas that are in **bold** font are areas of the law and our pupils will be made aware of the relevant legal provisions when relevant topics are being taught*:

Families	<ul style="list-style-type: none"> • 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. • That “common-law marriage” is a myth and cohabiting couples do not automatically acquire legal marriage rights. • The illegality of forced marriage. • the roles and responsibilities of parents 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 and Consent	<ul style="list-style-type: none"> • the characteristics of positive and healthy relationships/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. • Awareness of power dynamics. How inequalities of power can affect decision making. • The law relating to consent • 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.

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. • Online misogyny • Harmful influencer culture • Incel communities and similar ideologies
Being safe	<ul style="list-style-type: none"> • 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). • Strangulation and suffocation as criminal offences.
Intimate and sexual	<ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual

relationships, including sexual health	<p>respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p> <ul style="list-style-type: none"> • 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 and menopause. • 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. HIV prevention, including PrEP and PEP. • 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.
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Health Education Aims and Objectives

At Wrotham School, we will teach students about physical and mental health, knowing that this will provide them with the information and skills they need to make good decisions about their own health and wellbeing. Our students will be able to recognise what is healthy and what is an issue and know how to seek support as early as possible from appropriate sources.

Wrotham School students will know that physical health and mental wellbeing are interlinked, and the importance of good physical health as it contributes to good mental wellbeing, and vice versa.

We will work to promote pupils' self-control and ability to self-regulate, and provide strategies for doing so. Wrotham school students will become confident in their

ability to set high expectations and develop resilience even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. We know that by developing these good character strengths has a positive impact on outcomes in relation to health, behaviour and attainment.

We will continue to be pro-active in reducing stigma attached to health issues, in particular those to do with mental wellbeing. We will promote a positive, non-judgemental atmosphere and safe spaces to explore issues that encourage open-mindedness – another core character strength. This means our students will feel confident and safe to seek support or ask questions, without fear of judgement or consequence.

As part of every students' health education at Wrotham School they will learn about puberty including menstruation, and this will be covered early enough (as possible) before onset. We will make no gender assumptions nor will this education be gender specific. This ensures all students are prepared for any changes they or their peers may experience. We also have arrangements in school to provide menstrual products should they be needed or requested, as we know to be the case.

We will deliver health education positively and inclusively, with a focus on using appropriate and positive language. Pupils will be experiencing change in their bodies and their emotions and we will develop language that empowers our students to talk about their bodies, health and emotions in an open-minded way, understanding why using out-dated, damaging or pejorative terms can be detrimental. Language expectations are the same for staff and students. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

We will teach about self-care, the benefits of physical activity and time spent outdoors. This will be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience. Our pupils will explore the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. Wrotham students will develop and understanding that humans are social beings and that outward-facing activity, especially that with a service focus (for example, work, volunteering and participation in organisations such as the scouts or the girl guiding movements, the National Citizen Service or the Duke of Edinburgh Award) are beneficial for wellbeing. This links closely with our wider work on character strength development and wider school participation, leading to happy and successful students in school and beyond. We will also explore mind-sets and activities that can lead to loneliness or a disconnection from society. We will promote active participation and the fostering of healthy companionships and relationships. We will also signpost and offer support for any student that needs it.

We will also teach our students about navigating the risks that they may face and any problems or challenges. We will provide factual information about significant mental and physical conditions that seriously impact health that our students may have personally experienced or members of their family or community are experiencing. We will teach our students about alcohol and drugs and their legal rights and responsibilities.

We will also cover positive use of the internet, time spent online, navigating social media, online gaming and forums.

All of this teaching will be done with sensitivity to any adverse childhood experiences and we are mindful of how these lessons may affect how a student experiences the lesson or subject matter. Teachers will also be aware of who may need more support and will work with our safeguarding and pastoral teams to actively signpost and refer.

Our pupils themselves will continue to be taught how to recognise the need for help, not only with themselves, but in others too.

Health Education Subject Content

By the end of their time at Wrotham School students will have been taught:

Mental wellbeing	<ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Online Safety and Digital Awareness	<ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.

	<ul style="list-style-type: none"> • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. • Deepfakes and AI-Generated Imagery <ul style="list-style-type: none"> • The risks of AI-generated sexual imagery • The criminal law surrounding indecent images (including AI-generated images) • Sextortion <ul style="list-style-type: none"> • How sexual blackmail occurs. • Warning signs and how to report concerns. • Data Harvesting <ul style="list-style-type: none"> • How personal data is collected and monetised. • Targeted advertising and algorithmic influence.
Physical health and fitness	<ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • about the science relating to blood, organ and stem cell donation.
Healthy eating	<ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. (eating disorders education requires specialist training or provision, so any student requiring that help will be supported via our MAC team)
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Criminal justice	County lines, Criminal justice, Equality Act, FGM, Gangs, Hate crime, knife crime, law & consent
Health and prevention	<ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.

	<ul style="list-style-type: none"> • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (year 11/6th form) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.

Subject content delivery

RSE is delivered in every year group at Wrotham School. In Years 7, 8 and 9 students will have discrete 'Life and Society' lessons covering:

In Year 7:

- Relationships: stereotyping, respect and tolerance
- Mental health: How to talk about emotions, that happiness is linked to others, common types of mental ill health, how to evaluate when something has a positive or negative effect on our own or others' mental health. The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities.
- Physical health: The positive associations between physical activity and the promotion of mental well-being. The characteristics of maintaining and having a healthy lifestyle.
- Healthy eating: links between poor diet and health risks
- Tobacco: the facts about the harms of smoking tobacco.

In Year 8:

- Relationships: Characteristics of positive and healthy friendships, improve/support respectful relationships and bullying.
- Internet safety: internet safety and harms and how to identify harmful behaviours online.
- Drugs, alcohol and tobacco: physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. The physical and psychological consequences of addiction, including alcohol dependency.

- First aid: basic treatment of common injuries, lifesaving skills and how to administer CPR and the purpose of defibrillators.
- Adolescent body: key facts about puberty and the main changes which take place in males and females.

In Year 9:

- Families: Different types of relationships, judging whether individuals are trustworthy and marriage.
- Relationships: Stereotyping, criminal behaviours within relationships, sexual harassment and sexual violence and why these behaviours are unacceptable, legal rights regarding equality
- Online: rights, responsibilities and opportunities online, online risks, risks of sharing information, what to do/ where to get support to report material/ manage issues online.
- Being safe: Laws relating to 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.
- Sex and relationships: how to recognise healthy one-to-one intimate relationships, aspects of health can be affected by choices made in sex and relationships, facts about reproductive health, including fertility, impact of lifestyle on fertility of men and women and menopause. Facts about the full range of contraceptive choices. The facts around pregnancy including miscarriage and the choices in relation to pregnancy. STIs and further advice on how and where to access confidential sexual and reproductive health advice and treatment.
- Internet safety: internet safety and harms and how to identify harmful behaviours online
- Physical health: The positive associations between physical activity and the promotion of mental well-being. The characteristics of maintaining and having a healthy lifestyle.
- Drugs, alcohol and tobacco: the facts about illegal and legal drugs and their risks and awareness of the dangers of drug use.
- Health and prevention: about personal hygiene, viruses, germs, antibiotics and infection. The importance of sleep.

In KS3, KS4 and KS5, students discuss RSE subject matters and content as part of their 'Progress Time' curriculum.

Other Specific and Sensitive Issues

Body Image:

Body image is addressed within the context of mental wellbeing, self-esteem and healthy lifestyles, in line with the statutory guidance on Health Education. Pupils are taught about the impact of unrealistic expectations, unhealthy comparison

(particularly online), and the influence of social media and advertising on self-perception.

Students are supported to understand the early signs of mental health concerns, including those related to eating behaviours, and are taught how and where to seek support for themselves or others. Teaching is delivered sensitively and aims to reduce stigma.

Where pupils require more specialist or targeted support relating to eating disorders or disordered eating, this is addressed through appropriate pastoral intervention and, where necessary, referral to external professionals. We recognise that eating disorders are complex mental health conditions requiring specialist support and are not taught as clinical content within the RSHE curriculum.

In addition, we provide targeted workshops and guidance on positive body image and healthy lifestyles through our Multi-Agency Co-ordinator.

Language:

Teachers carefully consider the vocabulary used when discussing issues within RSHE. Language is not neutral or value-free; it shapes perceptions, attitudes and behaviours. In line with statutory guidance, staff will avoid language that may normalise harmful behaviours, reinforce stereotypes, or unintentionally legitimise prejudice, including misogynistic or discriminatory language.

Pupils will be taught to use accurate, respectful and age-appropriate terminology, including correct anatomical language where necessary for safeguarding and health education. The use of clear and precise language supports safeguarding by enabling pupils to describe concerns confidently and accurately.

At Wrotham School, we promote inclusive language that demonstrates respect, dignity and sensitivity towards all members of our community. The deliberate choice of appropriate vocabulary contributes to an environment that values diversity, reduces stigma (including around mental health), and ensures that all individuals feel respected and safe.

Gender:

Teachers must avoid reinforcing harmful gender stereotypes in the delivery of RSHE and across all learning opportunities. In line with statutory guidance, pupils will be taught to recognise how stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability can cause harm or normalise prejudice.

Where appropriate, staff will use inclusive and respectful language. For example, instead of gender-specific occupational terms such as “policeman,” neutral terms such as “police officer” will be used. When referring to people in general, gender-

neutral collective terms such as “people,” “humans,” or “humanity” may be used where appropriate.

All pupils are treated with dignity and respect in accordance with the Equality Act 2010. Teaching about sex and relationships is inclusive and relevant to all pupils, recognising that young people may be developing their understanding of identity and personal characteristics.

Where a pupil expresses a preference regarding how they are addressed, staff will respond in a respectful and considered manner, in line with the school’s safeguarding responsibilities, Equality Act duties, and whole-school values of inclusion and respect.

Ground Rules for the Learning Environment

The ground rules have been established to help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Pupils and teachers are encouraged to come up with their own ground rules at the start of each RSE delivery. The following should be enforced:

- No one (teacher or pupil) will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Only the correct names for body parts will be used;
- Meanings of words will be explained in a sensible and factual way.

Teachers of RSE should avoid embarrassment and protect pupils’ privacy by always depersonalising discussions. Role play (if used) is used to help students ‘act out’ situations. Case studies with invented characters, appropriate videos, and visits to or from theatre groups or specialist providers help pupils to discuss sensitive issues and develop their decision making skills in a safe environment.

Dealing with Unexpected Questions

Teachers are required to establish clear parameters of what is appropriate and inappropriate in a whole class setting. However unexpected comments or questions may arise. Teachers should take the following action:

If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person e.g. Assistant Headteacher with responsibility for SMSC, school nurse, Head of Year, Progress Tutor, MAC support for outside agency or service support, helpline or safeguarding referral, if necessary.

If a teacher doesn’t know the answer to a question, it is important to acknowledge this and to suggest that the pupil or teacher, or both, research the question later;

If the question is too explicit, feels too old for the pupil, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.

Teachers may want to utilise an anonymous question box, where students are encouraged to post questions they want answers to, without having to ask publically. To maintain trust and respect the teacher must remember to talk with the pupil later; and if a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

Provision for SEND students:

The programme to be delivered will be accessible to all students, and provision will be made to ensure all students can access the material. Further support and teaching will be available either by request from the student, parent or carer or if it is deemed appropriate by the teacher. A parent or carers right to withdraw their child is the same as is given below:

Parent/Carer right to withdraw:

'Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE'.

'Sex education is compulsory in secondary schools. Parents can ask to withdraw their child from parts or all of sex education taught as part of relationships and sex education. Parents cannot withdraw their child from sex education taught in science.'

Parents can withdraw their child from sex education, but not relationship or health education. This will be done in writing from the parent or carer to the Headteacher, Mrs Abbott. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Before granting any such request we would request that the parent or carer discusses this with the head teacher and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

We will discuss with 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 (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

We will document such requests on our school database.

GDPR

All practice, data and information will be treated in adherence to the Schools' GDPR policy.

See GDPR Policy.

Training (for staff)

RSE is a statutory requirement and it is vital that up to date and accurate information is delivered. Training for teaching and support staff will be given to confidently deliver these resources.

RSE provision, planning and delivery involves the DSL and all staff know how to report any safeguarding concerns to the DSL.

Working with the Wider Community

The School Nurse, Multi- Agency Co-ordinators and outside agencies are used in the delivery of some aspects of RSE. Students are taught about agencies of support and advice and how to contact them in their progress time or Life and Society lessons. These visitors will adhere to the safeguarding procedures of Wrotham School and GDPR guidelines.

Monitoring and Evaluation

This policy reflects the requirements of the Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (July 2025).

Wrotham School will continue to review and update this policy to ensure ongoing compliance with statutory expectations and to respond to emerging safeguarding risks.

Policy to be reviewed annually