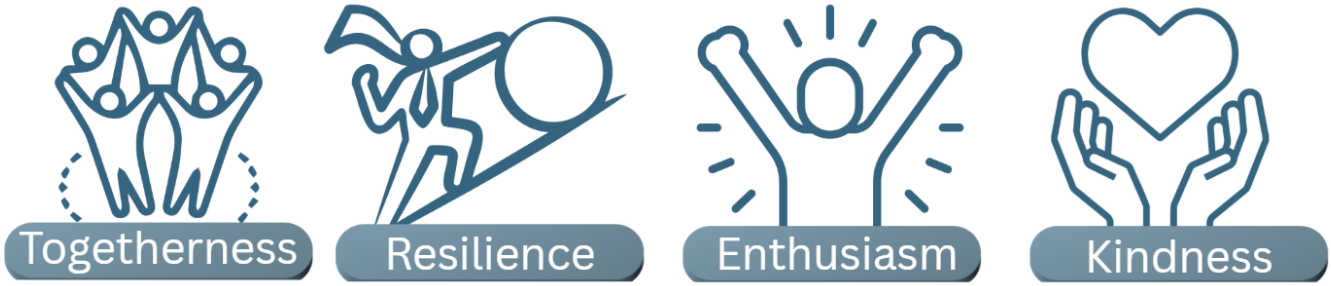
Relationship and Sex Education Policy



Reviewed by: Headteacher
Review due: September 2027
Review cycle: Annual

1. Context

The Wymering School (TWS) is a purpose built special free school for 66 pupils from Year 5 to Year 11.

At The Wymering School we support pupils with a neurodiverse profile where there are significant social communication and interaction difficulties, associated Speech, Language and Communication Difficulties and high levels of anxiety and / or associated challenging and distressed behaviour.

The majority of pupils come from Portsmouth and some from Hampshire. Our pupils have a mix of nationalties and languages.

Due to the complex nature of the pupils that attend TWS it is our responsibility to provide them with the most appropriate curriculum, a tailored approach, to both academic learning, life skills and Personal, Social, Health and Citizenship Education.

2. Introduction and Purpose

The Wymering School is committed to providing a safe, inclusive, and supportive learning environment for all students regardless of need. This Relationships and Sex Education (RSE) policy is designed to provide guidelines for delivering age-appropriate, comprehensive, and sensitive RSE to students aged 9 to 16, taking into consideration their diverse needs, abilities, and developmental stages. RSE is not about the promotion of sexual activity, the emphasis is on healthy, consensual and safe relationships

3. Aims and Objectives

The primary objectives of our Relationships and Sex Education are to: a.

Foster a sense of self-worth and respect for oneself and others.

b. Promote healthy and respectful relationships.

c. Equip students with the knowledge and skills to make informed decisions regarding their bodies, relationships, and personal boundaries.

d. Provide accurate and appropriate information about puberty, reproduction, and sexual health.

e. Address issues related to consent, online safety, and bullying within the context of relationships.

f. Ensure that students with SEN receive tailored support to access and understand RSE content.

3. Curriculum Content

The RSE curriculum will be age and stage appropriate and will cover topics such as: a.

Understanding and respecting differences in individuals and relationships.

b. Puberty, physical changes, and emotional development.

c. Reproduction, conception, and birth.

d. Personal hygiene and self-care. e. Healthy relationships, consent, boundaries, and communication skills.

f. Emotional well-being and mental health.

g. Online safety and responsible use of technology.

h. Avoiding and reporting bullying, harassment, and abuse.

4. Teaching and Learning Approach

Planning: Lesson content will be planned to meet the government requirements for RSE from September 2026 and will use the PSHE Association for guidance on achieving this.

Differentiation: Recognising the diverse needs of students with SEN, teaching methods will be differentiated to ensure that all students can engage with the content effectively and that it appropriately meets their stage of development.

Visual Aids and Multi-Sensory Approaches: Visual aids, real-life examples, and multi-sensory resources will be used to enhance understanding.

Role Play and Practical Scenarios: Role-playing and practical scenarios will be employed to facilitate the development of communication skills and decision-making abilities.

Parental Involvement: Parents and guardians will be kept informed about the curriculum and will have the opportunity to provide input and ask questions.

5. Safeguarding and Privacy

All RSE sessions will be conducted in a safe and respectful environment that promotes open discussion and discourages judgment.

Confidentiality will be respected; however, any concerns related to safeguarding or child protection will be appropriately reported as per the school's safeguarding policy.

6. Opt-Out Provision

Parents or guardians have the right to withdraw their children from the non-statutory/non-science components of RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Alternative learning activities will be provided during those sessions, although we would encourage parents to discuss their concerns with us prior to withdrawing their child.

7. Continuous Professional Development

All staff involved in delivering RSE will receive training on inclusive teaching practices, understanding SEN needs, and creating an open and supportive environment for discussions. They will also receive additional training to ensure that they feel confident in delivering the content of the RSE curriculum.

8. Working with parents and carers

We believe that the successful teaching of RSE involves parents/ carers and the school working together. We also believe that parents/ carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in College. Our RSE policy

has been developed through consulting parents and carers. We work with parents/carers to ensure that they are aware of what we teach and have the forum to discuss it.

9. Roles and responsibilities

The Governing Body will;

Approve the RSE policy, and hold the Headteacher to account for its implementation.

Ensure that pupils make progress and that the subject is well lead/managed and planned

Monitor that information and communication to parents is clear and timely

The Headteacher is responsible for;

Ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of SRE

Teaching Staff are responsible for;

Delivering HRSE in a sensitive way

Modelling positive attitudes to HRSE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching HRSE are encouraged to discuss this with the Headteacher and will be provided with support and guidance.

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

10. Monitoring and Review

This policy will be reviewed annually to ensure its relevance and effectiveness in meeting the needs of our students. Feedback from students, parents, and staff will inform any necessary updates.

11. Policy Dissemination

This policy will be accessible to all stakeholders through the school's website and other relevant communication channels.

By implementing this Relationships and Sex Education policy, our SEN school aims to provide a nurturing and educational environment that equips students with the knowledge and skills to navigate their personal relationships and develop into responsible and respectful individuals.