POLICY

Wirral Grammar School for Boys

Policy	Sex and Relationships
Responsible Manager	Elizabeth Nicholls
Approval Date	October 2026
Review Date	October 2028
Approved by	Headteacher

Definitions, Rationale and Ethos

SRE stands for Sex and Relationships Education. It is a key strand of the school's comprehensive programme of Personal, Social, Health and Economic (PSHE) education and is compulsory for all secondary school pupils (Department for Education 2021)

We define SRE as lifelong learning about the emotional, social and physical aspects of growing up, relationships, sexuality, sex and sexual health.

We believe that SRE is important for our pupils and our school due to its crucial role in preparing young people for their lives now and in the future as adults and parents. In SRE learning about the physical aspects of sex is complemented by learning about family life, healthy relationships and the exercise of personal responsibility towards other individuals and the broader community.

In line with the overarching aims of the school, within SRE we aim to:

• Equip pupils with the knowledge, understanding and skills needed to make informed, safe and responsible decisions about their health, wellbeing and relationships, supporting a culture of care and compassion across the school community.
• Provide a safe, respectful and inclusive learning environment where all pupils feel valued and supported when exploring sensitive and important topics.
• Deliver a broad and balanced curriculum that prepares pupils for the opportunities, responsibilities and experiences of modern life.
• Encourage pupils to develop confidence, resilience and self-respect, enabling them to aspire to achieve their personal best.
• Promote respect, equality and understanding by celebrating diversity and valuing the differences within the school and wider society.
• Support pupils' spiritual, moral, social, cultural, mental and physical development, helping them become informed, responsible and respectful members of society.

In line with the Department for Education's 2026 Statutory Guidelines for SRE, the intended outcomes of our programme are that pupils will:

• Develop an understanding of the emotional, social and physical changes that occur during puberty and adolescence.
• Develop the knowledge and confidence to make informed, responsible decisions about their relationships, sexual health and wellbeing.
• Understand the value of family life, stable and loving relationships, and the range of relationships that exist within modern society.

• Gain accurate, age-appropriate and up-to-date knowledge about reproduction, fertility, pregnancy and available choices.
• Receive clear, factual and impartial information about contraception, sexually transmitted infections and how to access support and treatment.
• Understand the concept of consent and develop the communication skills needed to give, recognise and respect consent in all relationships.
• Recognise the importance of positive, respectful and non-exploitative relationships and understand their impact on physical and mental wellbeing.
• Understand the potential benefits of delaying sexual activity and develop the skills to manage pressure, assess risk and make safe choices.
• Develop key personal and social skills including decision making, communication, self-esteem, resilience, respect and tolerance.
• Understand equality, diversity and protected characteristics, and demonstrate respect for different identities, including those who identify as LGBTQ+.
• Develop critical awareness of how media, social media and online content can influence attitudes, expectations, body image, relationships and sexual behaviour, including the impact of pornography.
• Understand their rights and responsibilities, including how to access confidential advice, support services and healthcare within safeguarding boundaries.
• Understand the legal framework relating to relationships and sexual health, including consent, exploitation, forced marriage, female genital mutilation (FGM) and youth-produced sexual imagery.

This policy was produced by the Head of PSHE, Elizabeth Nicholls, and the Head of Personal Development, James Hughes, in consultation with staff, parents and the governing body.

Roles and Responsibilities

The RSE programme is led by the Head of PSHE, Elizabeth Nicholls, and is supported by the Head of Personal Development Faculty, James Hughes, alongside the Link Governors for Relationships and Sex Education: Jason Kerr & Lou Higgins. Our wider PSHE programme is delivered by Year Group Form Tutors, who teach on a rotational basis aligned with their subject knowledge and areas of expertise. Teaching staff receive appropriate RSE training to ensure they are equipped to deliver sensitive topics safely, confidently and in a trauma-informed manner, enabling them to support pupils with diverse needs, backgrounds and experiences.

Curriculum Design

Our Sex and Relationships Education (SRE) programme is an integral part of our whole-school Personal, Social, Health and Economic (PSHE) education provision, forming one of the three core pillars of PSHE education: Health and Wellbeing, Sex and Relationships Education, and The World We Live In.

We have embedded the Department for Education's guiding principles for Relationships and Sex Education (RSE) by ensuring that provision is inclusive and appropriate to the needs of all pupils at every age and stage of education. The content is delivered within a framework that respects religious, cultural and moral viewpoints. As such, it promotes inclusion in relation to gender identity, sexual orientation, disability, ethnicity, culture, age, and religion or belief.

Lessons are structured to assess pupils' prior knowledge at the beginning of each session, ensuring that teaching is responsive to pupils' learning needs. Understanding is reviewed at the end of each lesson, and this assessment information is used formatively to shape future teaching and learning.

The content delivered is carefully planned to be appropriate to pupils' age and stage of maturity. As pupils develop at different rates, the SRE curriculum follows a spiral model, whereby key concepts are revisited and developed over time. This approach enables reinforcement of learning while supporting the differing stages of pupil maturity. Our scheme of work aligns with the PSHE Association's Programme of Study to ensure that pupils receive accurate, age-appropriate and progressive learning.

In Years 7–11, pupils complete six rotations focusing on different areas of the PSHE curriculum, within which SRE is embedded. In Years 12 and 13, SRE forms part of the students' Personal Development Programme. These lessons are supported across all year groups through the Form Group PSHE programme, and the curriculum is further enriched through contributions from external speakers and specialist organisations, such as Wirral Community Health and Care NHS Foundation Trust and the Merseyside Police.

An overview of learning in each year group can be found in Appendix A

Safe and effective practice

We ensure a safe and supportive learning environment by establishing agreed ground rules at the start of each unit of work. Pupils are given regular opportunities to ask anonymous questions, and lessons incorporate 'distancing' techniques, whereby discussions are framed in a way that avoids personal disclosure. This approach aligns with the PSHE Association's best practice guidance for teaching and learning in SRE and PSHE.

If a pupil's question goes beyond the sex education covered by the school or relates to sex education from which they have been withdrawn, the teacher will acknowledge the question sensitively, avoid providing detailed teaching outside the curriculum, and, where appropriate, signpost the pupil to parents/carers, pastoral staff or safeguarding leads for further support.

All staff delivering SRE receive appropriate training to support effective teaching of sensitive and complex topics. This training includes guidance on responding to challenging issues, adopting a trauma-informed approach, and managing sensitive questions appropriately, in line with statutory guidance and the school's safeguarding policy.

Right to withdraw from sex education

Parents have the right to withdraw their children from aspects of the sex education curriculum that fall outside of the science curriculum. There is no right to withdraw from relationships education or health education.

- Should any parent wish to withdraw their child from sex education (SE) as part of PSHE they should make their wishes known to the Headteacher in writing.
- We would then discuss the nature of the concerns with the parent with the aim to clarify the nature and purpose of the curriculum. We would discuss the benefits of receiving SRE education and any detrimental effect withdrawal from this section of the curriculum could have on the pupil, for example receiving inaccurate information from their peers.
- We offer the parents access to appropriate information and resources.

- If the pupils should wish to receive SE within the three terms before they turn 16, under statutory guidelines we must provide this.
- If a pupil is withdrawn from SE the school will ensure they receive purposeful education during that period of withdrawal.

Safeguarding

SRE plays a vital role in supporting the school's safeguarding responsibilities. It is a preventative programme through which pupils develop an understanding of safety, healthy relationships, and potential risks. SRE supports the school's wider safeguarding approach and is informed by relevant statutory guidance and school policies, including:

- Safeguarding-and-Child-Protection-Policy-2025.pdf
- Keeping children safe in education 2025
- Relationships Education, Relationships and Sex Education and Health Education guidance

Staff recognise that effective SRE, which develops pupils' understanding of appropriate and inappropriate behaviours within relationships, may lead to the disclosure of safeguarding or child protection concerns. In such circumstances, staff will follow the school's safeguarding procedures in line with statutory requirements.

Visitors and external agencies supporting the delivery of SRE are required to adhere to the school's safeguarding policy and procedures at all times.

Monitoring, Reporting and Evaluation

The school's SRE provision is monitored and evaluated as part of the wider Quality Assurance process. This includes a range of monitoring activities such as learning walks, work scrutiny and pupil voice.

Lessons are structured so that pupils' baseline knowledge is assessed at the start of each session. Pupils are then given opportunities to reflect on their learning and demonstrate their developing understanding at the end of each lesson. This approach to assessment is recognised as best practice in PSHE education by the PSHE Association.

The Head of PSHE reviews the SRE curriculum annually to ensure that content remains aligned with the PSHE Association's Programme of Study and statutory government requirements.

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Appendix A: Curriculum content

This Sex and Relationships curriculum is complemented by pupils' wider learning in PSHE, for example their modules on Anti-Bullying, Diversity, Communication and Families. For further information please see the PSHE policy.

Year 7 Building Relationships
What makes a healthy relationship Introducing Consent Disclosing Abuse Coping with change, loss and bereavement Overcoming conflict and finding forgiveness Personal Identity Friendship and Empathy Bullying and Bystanders Friendship Challenges Similarities, differences and peer influence
Year 8 Identity and Diversity and Intimate Relationships
Equality and Diversity Sexuality and Gender Identity Recognising and Preventing Discrimination Values and Constructive Disagreements Diverse and Supportive Communities Relationship Values Influences on Relationship Expectations Consent – avoiding assumptions An introduction to contraception

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What is commitment?
Year 9 Families and Relationships and Intimate Relationships
Understanding change in relationships Long term commitments Relationships and conflict Family life, parenting and caring Sex and relationships in the media Respectful relationship behaviours Freedom and the capacity to consent Sexual health Contraception Feelings about sharing nudes

Year 10 Exploring Consent, Families and relationships
The role of intimacy and pleasure The impact of pornography Pressure, persuasion and coercion The impact of relationships Rights and responsibilities marriage and civil partnership Understanding pregnancy: your choices

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Year 11 Sexual Health, Communication in Relationships
Sexual Health: Preventing and treating STIs Understanding Intimacy and consent: Online and offline Navigating conflict in break-ups Taking others' perspectives
KS5 (part of the Personal Development Programme)
Consent: communication in relationships Consent: Responsibilities and Consequences Consent: Unwanted and inappropriate and illegal behaviour Online Bullying Making choices about your sexual health Dealing with break ups