

Aurora Hedgeway School RSE Policy

Policy Reference:	<i>HWS10</i>
Version Number:	<i>2</i>
Applies to:	<i>Aurora Hedgeway School</i>
Associated documents:	<i>PSHCE Policy Safeguarding Policy Curriculum Policy</i>
Approved by:	<i>Headteacher</i>
Implementation date:	<i>October 2022</i>
Next review due by:	<i>October 2023</i>
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

1. Aims

Our aim is to provide a balanced and broadly-based curriculum which promotes the development of all students at Aurora Hedgeway, preparing them for the opportunities, responsibilities, and experiences of later life. As part of this, the Relationship and Sex Education (RSE) and development of all our students is recognised as a crucial part in helping students to learn, develop and grow as individuals.

This policy relates to the whole life of the school and its role in educating students, and sits alongside the

PSHCE & BV and SMSC Policies. The delivery of RSE is incorporated into the PSHE and Science curriculum,

RSE incorporates a range of areas including sexuality, sexual health and wellbeing, contraception, relationships and emotional feelings, and learning about sex and relationships to ensure that students have the information and advice they need to explore, develop and express their sexuality safely.

The ability to make informed decisions and choices is key to positive personal development for all, and is a key part of keeping an individual safe and happy. Therefore we seek to identify, model and encourage an understanding of healthy relationships, which includes the importance of safe, stable, respectful, caring and loving.

Our schemes of work associated with RSE and PSHE are both proactive and reactive, and set important stall with feedback from student-voice and behaviour at every stage. This allows us to be emotionally intelligent in the way in which we can regular adapt our program to meet the diverse needs of our students across the school.

2. Legislation and statutory requirements

This Policy fulfils the requirements of:

The Department for Education published statutory guidance on Relationships, & Sex Education (RSE) in Spring 2019, in preparation for the introduction of relationships and sex education (in secondary schools) from September 2020.

This policy should therefore be read alongside the Secretary of State's 2019 guidance on RSE.

This document uses RSE to include both relationships education, and relationships and sex education.

3. Scope

This policy applies to all those who work with the students in our school community including education, pastoral, and administrative staff.

4. Policy Statement

At Aurora Hedgeway, RSE is an educational entitlement for all children and young people. It is lifelong learning about physical, moral and emotional development and sex, sexuality, sexual health, healthy, safe lifestyles and relationships, diversity, and personal identity. It develops self-identity, self-worth, and confidence of each individual, and encourages mutually respectful relationships and empathy for others.

RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity. Clear, relevant and inclusive RSE plays a crucial part in safeguarding children and young people, especially those with special educational needs and disabilities who are more vulnerable to abuse and exploitation. It also complements and underscores other key strands of delivery, including e-safety, anti-bullying and equality and diversity.

5. Implementation of RSE

Throughout each academic year we are committed to implementing relationships and sex education which:

- Is an identifiable part of our personal, social, health and economic (PSHCE) education curriculum.
- Has a planned, timetabled lessons across all the Key Stages.
- Is intrinsically linked to Form Tutor time
- Is taught by staff who will receive training in RSE and PSHE (with expert visitors invited in to enhance and supplement the program where appropriate)
- Works in partnership with parents and carers, informing them about what their children will be learning and to support how they can contribute at home;
- Delivers lessons where students feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills;
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion;
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of each students development, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online;
- Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies, sexual health, and reproduction in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views;
- Includes learning about how to get help and treatment from sources such as the Health Centre and other health, advice and counselling services, including reliable information online;
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality, and challenges all forms of discrimination in all lessons and every-day school life;
- Meets the needs of all pupils and their diverse experiences and special educational needs and disabilities, in a manner related to their developmental age, cognitive ability and experience.
- Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

6. Diversity & Inclusion Statement

Our RSE curriculum is sensitive to the range of religious and cultural views on sexual behaviour, whilst still ensuring that pupils have access to the learning they need to stay safe, healthy, and understand their rights as individuals.

It includes clear, impartial scientific information on matters such as the changes of puberty and conception, as well as covering the law in relation to legal age of consent and forced marriage.

It pays due regard to the concept of equality and legislation relating to it. Aurora Hedgeway, like all public institutions, has specific responsibilities in relation to equality and protected characteristics.

Our RSE and PSHE curriculums foster gender and LGBT+ equality, challenging all forms of discrimination and bullying.

We are respectful of how students choose to identify themselves, understanding that their sexual orientation and gender identity may be 'emerging'.

As a SEN school, we are fully inclusive of all special educational needs and disabilities within our school community.

This policy has been created in consultation with parental representation; we thank them for their collaboration.

7. Roles and responsibilities

All staff have a crucial role to play in the implementation of RSE throughout the school.

Staff that have a particular role are the Senior Leadership Teams, the Behavioural and Pastoral Team, PSHCE teaching staff and Teaching assistants.

Senior Leaders and Key Staff will:

- Undertake regular audits and observations of developments in PSHE provision.
- Promote and facilitate enrichment events in school.
- Organise themes for the weekly focus in tutor group time linked to an assembly programme.
- Promote student "voice" opportunities and the related teams in order to maximise student participation.

Staff are responsible for:

- › Delivering RSE in a sensitive way and according to the principles in this policy
- › Modelling positive attitudes to RSE
- › Responding to individual needs

The policy is used by:

Teachers, who look to it to guide their lesson planning, and to put boundaries around the issues they can explore with the children and young adults, and the range of ways that these

are explored. This is of great importance both in terms of guiding teachers and protecting them.

Parents, Carers and agencies that support children and young people, who might wish to know about the content of the PSHCE and RSE curriculum, and the underpinning values being promoted in school.

Health professionals, visiting speakers etc., who need to know the aims, objectives and values the school applies to its PSHCE and RSE curriculum, and the agreed teaching methodologies and boundaries for our work with students.

8. Safeguarding and Confidentiality

Health RSE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils before discussing or teaching potentially sensitive issues. Students should also be informed that teachers cannot offer or guarantee pupils unconditional confidentiality.

If a student makes any form of disclosure, staff must ensure that it is treated and reported in line with the Aurora Hedgeway Safeguarding Policy and inform the Designated Safeguarding Lead (DSL) through MyConcern.

9. Support, Advice, and communication

Deputy Headteacher Education, Deputy Headteacher Pastoral and, teacher of Science, and those staff delivering PSHE can be contacted for support or advice regarding the policy.

Parents' right to withdraw

Parents of primary age pupils do **not** have the right to withdraw their children from relationships education. Parents of secondary age pupils do have the right to withdraw their children from the non-statutory components of sex education within RSE 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.

To opt your child out of RSE lessons, please request a meeting with Tyne Grant-Rafter (Head teacher) to discuss your request. You will be invited into school to talk through your request and discuss any issues and concerns (see form Appendix 2).

10. Review

This policy will be reviewed annually by Deputy Headteacher Education, Deputy Headteacher Pastoral with final approval by the Headteacher.

Appendix 1

Vocabulary/Primary – This is intended as a guide only to the vocabulary which **may** be used. This will be adapted sensitively to the needs of our young people and we will take a ‘**stage not age**’ approach to decide on appropriate content for each group and / or individual.

We aim for our pupils to have an understanding of the changes their body will go through prior to entering puberty (so around NC Year 4/ 8-9 years of age). We have a range of resources and picture books which can be used to support understanding. Where pupils ask questions they will be provided with factual and accurate information and vocabulary.

Age	Vocabulary
Year 1 (Age 5-6 years)	Boy / Girl / Routine / Clean / Washing / Family / Differences /clean / hygiene / boy /girl / Penis / vagina / lifecycle /family /Difference
Year 2 (Age 6-7 years)	Different / Similar / Penis / Vagina / Testicles / Nipples
Year 3 (Age 7-8 years)	Differences / Vagina / Womb / Penis / Testicles / Touch / Personal space / Family
Year 4 (Age 8-9 years)	Lifecycle / Body change / Puberty / Penis / Vagina / Testicles / Nipple / Womb / Pubic hair / Breasts / Sperm / Egg (ovum)
Year 5 (Age 9-10 years)	Puberty / Physical changes / Emotional changes / Penis / Vagina / Period/ menstruation / Nipples / Breasts / Pubic hair / Testicles / Erections / Wet dreams / Egg / Fallopian tube / Sperm / Hygiene
Year 6 (Age 10-11 years)	Reproduction / Puberty / Uterus / Penis / Vagina / Nipples / Breasts / Testicles / Relationship / Positive and negative relationship / Positive and negative relationship / Friendship / Touching / Sexual intercourse /sperm / egg / fertilized / Personal information / keeping safe communication / menstruation / wet dream / pubic hair /erection

Appendix 2: Parent Form- Right to withdraw from sex education within RSE

To be completed at Meeting with Head Teacher or designated person	
Date of meeting:	
Pupil name:	
Parent/Carer name:	
Reason for requesting withdrawal from sex education within relationship and sex education	

Key points discussed:	
Agreed actions following discussion:	
Parent signature:	
Head teachers signature:	