

Relationships and Sex Education Policy Sevenside School

Policy Reference:	A133
Version Number:	3
Applies to:	Schools
Associated documents:	Curriculum Policy PSHCE Policy Child Protection and Safeguarding Policy
Approved by:	Quality
Implementation date:	September 2022
Next review due by:	September 2023
<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

This policy aims to:

Provide a framework in which sensitive discussions can take place. Through the curriculum we will help prepare children and young people for puberty, and to understand the importance of health and hygiene and sexual development. We will teach the correct vocabulary to describe themselves and their bodies. At Aurora we help our children and young people to develop feelings of self-respect, confidence and empathy and create a positive culture around issues of sexuality and relationships.

2. Legislation and statutory requirements

This Policy fulfils the requirements of:

- › **The Department for Education's** Statutory guidance on relationships education, relationships and sex education (RSE) and health education. [\(RSE\) 2021](#)
- › Section 34 of the [Children and Social work act 2017](#).

3. Scope

This policy applies to all staff, children and young people at Aurora Severnside School.

4. Roles and responsibilities

4.1 The Site Lead will:

4.1.1 Be responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

4.2 Staff will:

4.2.1 Deliver RSE in a sensitive way

4.2.2 Model positive attitudes to RSE

4.2.3 Monitor progress

4.2.4 Respond to the needs of individual pupils

4.2.5 Respond appropriately to young people whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns should discuss them with SLT.

Name:	Role:	Responsible for:
Aysha Muzaffar	Deputy Head - Pastoral & DSL	<ul style="list-style-type: none"> › Development of the curriculum. › Undertake regular audits and observations.
Michael Andisen Diane Ansell	Tutors	<ul style="list-style-type: none"> › Delivering RSE in a sensitive way and according to the principles in this policy.

Leah Dixon Jacqueline Goddard Julie Hearn		<ul style="list-style-type: none"> ➤ Modelling positive attitudes to RSE. ➤ Responding to individual needs.
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4.3 The governing board will:

4.3.1 The governing board will hold the headteacher to account for the implementation of this policy.

4.4 Children/young people will:

4.3.1 Engage fully in RSE and, treat others with respect and sensitivity, when discussing related issues.

5. Definitions

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

6. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

The policy is reviewed annually according to the following schedule:

- Review - May
- Staff consultation - May
- Parent consultation - May
- Pupil consultation - May
- Ratification - June
- Publication - September

7. Curriculum

Our RSE programme is an integral part of our whole school PSHCE education provision, following the PSHCE Association schemes of work, and will cover a wide range of topics that affect pupils. Pupils will be taught on a 'stage not age' programme to ensure specific needs are met, at the right time.

Tutors and pupils will agree ground rules at the start of the year which will be adhered to in all sessions, ensuring that pupils have an understanding that what is said in RSE lessons can be quite sensitive. Pupils will be encouraged not to talk about sensitive personal experiences in the groups. This ensures other pupils do not find out sensitive information about a child or situations they may have been through in the past, although staff will always be available to support any responses to difficult topics and will ensure support is offered where needed.

Tutors are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection or safeguarding

issue. Pupils will be aware that if staff think that there might be a safeguarding issue, a safeguarding officer within the school will be informed.

Pupils will be able to raise questions anonymously by using the 'ask it basket'. The tutor can either address the issues raised by a pupil in private if they wish, or address the question as part of a lesson. Pupils' questions will always be answered. We believe that providing accurate information is the most effective way to ensure pupils have a sound understanding.

As part of our whole school approach to RSE, parents are encouraged to contact us if they wish to discuss any aspect of what will be delivered. We are happy to arrange a phone conversation or a face-to-face meeting as required. Parents will be made aware of any sensitive topics being covered in class.

8. Delivery 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 taught by staff who will receive training in RSE and PSHCE (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 young person 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.

9. Safeguarding and child protection

At Aurora Severnside School we are aware that discussion with children and young people during RSE lessons, may lead to a disclosure. If this happens we will follow the procedures

described in our Child Protection Policy. Ensuring that the needs of the child/young person are met sensitively and in a timely manner are paramount to everything that we believe in.

10. 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 a child/young person out of RSE lessons, complete Appendix 2 and return it to the Head Teacher who will then arrange a meeting to discuss your request with you.

10. Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

This policy will be reviewed annually by Deputy Head - Pastoral & DSL with final approval by the Head Teacher.

Appendix 1: Curriculum map

	Term 1 Health & well-being	Term 2 Living in the wider world	Term 3 Relationships	Term 4 Health & well-being	Term 5 Relationships	Term 6 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process.	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work
Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			