

## Relationships and Sex Education Policy

### Aurora White House School

<b>Policy Reference:</b>	<i>A133-WHS</i>
<b>Version Number:</b>	<i>4</i>
<b>Applies to:</b>	<i>Schools</i>
<b>Associated documents:</b>	<i>Curriculum policy PSHE policy Child protection policy</i>
<b>Approved by:</b>	<i>Quality</i>
<b>Implementation date:</b>	<i>September 2023</i>
<b>Next review due by:</b>	<i>September 2024</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

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.

RSE is lifelong learning about personal, physical, moral, and emotional development. It should teach children to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

Through our PSHE programme, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

The aims of Relationships, Sex Education (RSE) at our school are to:

- Help children develop feelings of self-respect, confidence, and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach children the correct vocabulary to describe themselves and their bodies
- Provide a framework in which sensitive discussions can take place
- Prepare children for puberty, for growing up, and the importance of health and hygiene
- Give children an understanding of reproduction and sexual development
- To provide all children with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation.
- To teach children how to keep safe
- To prepare children for the next stage of their education.

These aims complement those of the Science curriculum and our broader curriculum statement.

As a special school we recognise (in line with our curriculum policy) the vulnerabilities of our children and the importance of broader, holistic education of which RSE is central. We also recognise that each child's experience of the curriculum at the WHS will be based on the

needs identified in their EHCP's. As such we allow for a tailored experience in RSE (as in everything else).

We believe our children will benefit from being taught some of the non-statutory aspects of sex education, at an age and understanding appropriate level.

## 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**

Department for Education guidance states: 'that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons'.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information.

Should you like to see the guidance from the government please visit:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## 3. Scope

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

Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. RSE is not about the promotion of sexual activity.

## 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 the Site Lead.

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual children
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.
- Monitoring progress
- Class teachers are responsible for teaching RSE.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Name:	Role:	Responsible for:
Gemma Wigby	Teacher	Year 6 (Girls)
Nick Morrow	Teacher	Year 6 (Boys) Group 1
Toney Witte	Teacher	Year 6 (Boys) Group 2
Clare French	Teacher	Year 5 (Girls)
Juanita Guadagnino	Teacher	Year 5 (Boys) Group 1
Sam Scott	HLTA	Year 5 (Boys) Group 2
Phillipa Bowhill	Teacher	Year 4 (Group 1)
Suzette Freeman	Teacher	Year 4 Group 2)

Natasha Bloomfield	HLTA	Year 3
Kate Hawkins	Teacher	Year 2
Nicola Redhall	Teacher	Year 1

The Headteacher is responsible for ensuring that RSE is taught appropriately across the school, and for managing requests to withdraw pupils from non-statutory components of RSE where this arises.

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy. Monitoring may include lesson observations, surveys, work scrutiny, talking to children etc and will be undertaken as a teaching team, primary leadership team and creativity and curiosity lead.

The SLT will review this policy annually and arrange for parents and families to be consulted about its content.

#### 4.3 The governing board will:

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

#### 4.3 Children/young people will:

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

## 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:

- Review
- Staff consultation
- Parent consultation
- Pupil consultation
- Ratification

## 7. Curriculum

Our RSE curriculum is embedded within our PSHE curriculum delivered via Jigsaw, however, this will be adapted when necessary.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age and understanding-appropriate manner so they are fully informed and do not seek answers online.

Key objectives of the statutory Relationships Education curriculum are outlined below:

1. Families and people who care for me

Children should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

2. Caring friendships

Children should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to physically or verbally aggressive behaviour is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

3. Respectful relationships

Children should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- 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 those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and granting in relationships with friends, peers and adults.

#### 4. Online relationships

Children should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

#### 5. Being safe

Children should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult and others.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g., family, school and/or other sources.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive



parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## Statutory Science Curriculum Content

In Key Stage 1 children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

## Non-Statutory Sex Education

As part of statutory Health Education, children may be taught in an age and understanding appropriate way about puberty and the associated physical and emotional changes. As part of the science curriculum, children learn that animals, including humans, have offspring which grow into adults. They describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children may be taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation. These lessons form part of the statutory requirements for Health Education.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe our children will benefit from this provision. We therefore may



(subject to our statement above under 'Special School') provide some non-statutory sex education, covering how human reproduction and conception occurs.

We believe that teaching this additional content to some children will support their personal and social development as they grow into young adults.

**As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons.**

## 8. Delivery of RSE

Our Relationships and Sex Education programme will be delivered in an age and understanding appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content might be covered in single sex groups e.g., menstrual hygiene, single sex question sessions, etc.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Delivery methods will be adjusted should the need for remote learning occur.

### Dealing with sensitive issues and difficult questions:

Children's questions will be dealt with honestly and sensitively and in an age-appropriate way.

- If staff are faced with a question, they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.
- If any questions raise safeguarding concerns, teachers will refer to a Designated Safeguarding Lead.

Since RSE incorporates the development of self-esteem and relationships, children's learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

## 9. Safeguarding and child protection

At Aurora White House 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

As previously stated, the RSE curriculum consists of statutory and may also include non-statutory elements:

Parents wanting to withdraw their children are invited to speak to the class teacher. The class teacher will explore the concern of the parents and the possibility of adjusting the

programme or approach and will discuss any impact that withdrawal may have on the child. He/she will talk with the parents about the possible negative experiences or feelings that may result from withdrawal of the child and the ways in which these may be minimised. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher.

## 10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in 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

The SLT will review this policy annually and arrange for parents and families to be consulted about its content.

### Appendix 1: Curriculum map or add your subject overview

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Summer 1	Relationships: <ul style="list-style-type: none"> <li>Families</li> <li>Making Friends</li> <li>Greetings</li> <li>People Who Help Us</li> <li>Being My Own Best Friend</li> <li>Celebrating My Special Relationships</li> </ul>	Following Jigsaw/PSHE resources and curriculum.
Year 1	Summer 2	Changing Me <ul style="list-style-type: none"> <li>Life Cycles</li> <li>Changing Me</li> <li>My Changing Body</li> <li>Boys and Girls Bodies</li> <li>Learning and Growing</li> <li>Coping with Changes</li> </ul>	Following Jigsaw/PSHE resources and curriculum.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Summer 1	Relationships <ul style="list-style-type: none"> <li>Families</li> <li>Keeping Safe-Exploring Physical Contact</li> <li>Friends and Conflict</li> <li>Secrets</li> <li>Trust and Appreciation</li> <li>Celebrating my Special Relationships</li> </ul>	Following Jigsaw/PSHE resources and curriculum.
Year 2	Summer 2	Changing Me <ul style="list-style-type: none"> <li>Life Cycles in Nature</li> <li>Growing from Young to Old</li> <li>The changing Me</li> <li>Boys and Girls Bodies</li> <li>Assertiveness</li> <li>Looking Ahead</li> </ul>	Following Jigsaw/PSHE resources and curriculum.
Year 3	Summer 1	Relationships <ul style="list-style-type: none"> <li>Family Roles and Responsibilities</li> <li>Friendship</li> <li>Keeping Myself Safe Online</li> <li>Being a Global Citizen 1</li> <li>Being a Global Citizen 2</li> <li>Celebrating My Web of Relationships</li> </ul>	Following Jigsaw/PSHE resources and curriculum.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Summer 2	Changing Me <ul style="list-style-type: none"> <li>• How Babies Grow</li> <li>• Babies</li> <li>• Outside Body Changes</li> <li>• Inside Body Changes</li> <li>• Family Stereotypes</li> <li>• Looking Ahead</li> </ul>	Following Jigsaw/PSHE resources and curriculum.
Year 4	Summer 1	Relationships <ul style="list-style-type: none"> <li>• Jealousy</li> <li>• Love and loss</li> <li>• Memories</li> <li>• Getting On and Falling Out</li> <li>• Girlfriends and Boyfriends</li> <li>• Celebrating My Relationships with people and Animals</li> </ul>	Following Jigsaw/PSHE resources and curriculum.
Year 4	Summer 2	Changing Me <ul style="list-style-type: none"> <li>• Unique Me</li> <li>• Having a Baby</li> <li>• Having a \Bay Alternative</li> <li>• Girls and Puberty</li> <li>• Circles of Change</li> <li>• Accepting Change</li> <li>• Looking Ahead</li> </ul>	Following Jigsaw/PSHE resources and curriculum.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer 1	Relationships <ul style="list-style-type: none"> <li>• Recognising Me</li> <li>• Safety with Online Communities</li> <li>• Being in an Online Community</li> <li>• Online Gaming</li> <li>• My Relationship with Technology- Screen Time</li> <li>• My Relationship (staying Safe and happy online)</li> </ul>	Following Jigsaw/PSHE resources and curriculum.
Year 5	Summer 2	Changing Me <ul style="list-style-type: none"> <li>• Self-Image and Body Image</li> <li>• Puberty for Girls</li> <li>• Puberty for Boys</li> <li>• Conception</li> <li>• Looking Ahead 1</li> <li>• Looking Ahead 2</li> </ul>	Following Jigsaw/PSHE resources and curriculum.
Year 6	Summer 1	Relationships <ul style="list-style-type: none"> <li>• What is Mental Health?</li> <li>• My Mental Health.</li> <li>• Love and Loss</li> <li>• Power and Control</li> <li>• Being online: Real or Fake? Safe or Unsafe?</li> </ul>	Following Jigsaw/PSHE resources and curriculum.
Year 6	Summer 2	Changing Me <ul style="list-style-type: none"> <li>• My Self Image</li> <li>• Puberty</li> <li>• Babies: Conception and Birth</li> <li>• Boyfriends and Girlfriends</li> <li>• Real Self and Ideal self</li> <li>• The year Ahead</li> </ul>	Following Jigsaw/PSHE resources and curriculum.

## 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			