

Relationships and Sex Education Policy

Aurora Eccles School

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

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4.2.5 Respond appropriately to young people whose parents wish them to be withdrawn from the non-statutory components of RSE.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

Name:	Role:	Responsible for:
Jenny Pearce	Teacher	Year 11 Form Tutor/Head of Humanities
Cari Cooke	Teacher	Form Tutor
Freya Conway	Teacher	Purple Class
Lisa Deane	Teacher	Purple Class

Tracey Walker	Teacher	Purple Class
Rebecca Goodwin	Teacher	Purple Class
Jenny Fishlock	Teacher	Purple Class
Bonny Watson-Augood	Teacher	Purple Class
David Oakley	Teacher	Orange Class
Melissa Smith	Teacher	Orange Class
Tamsin Highfield	Teacher	Orange Class
Paul Daly	Teacher	Orange Class
Amy Kelly	Teacher	Orange Class
Katie Lawrence	Teacher	Yellow Class
Hariette King	Teacher	Yellow Class
Soizick Vossart	Teacher	Yellow Class

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 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.

Clear, relevant and inclusive RSE plays a crucial part in safeguarding young people in the secondary setting, 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.

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: The policy has been reviewed by senior leaders
- Staff consultation: The policy has been circulated amongst staff using Microsoft Form and feedback has been sought, gathered and actioned prior to ratification.
- Parent consultation: The policy has been circulated amongst staff using Microsoft Form and feedback has been sought, gathered and actioned prior to ratification.

- Pupil consultation: The policy has been presented to the school council, discussed and feedback sought, gathered (through minuted notes) and actioned prior to the ratification of this policy.
- Ratification: The policy was ratified by senior leaders in an SLT meeting as evidenced by SLT notes.

7. Curriculum

7.1 RSE and health education is taught in a sensitive way that is of a high-quality and appropriate for each year group.

7.2 Teacher ensure they use the Jigsaw PSHE scheme of work and resources.

7.3 Teachers do not express personal views or beliefs when delivering the curriculum. 7.4 Lessons are planned effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.

7.4 Teacher model positive attitudes to RSE and health education.

7.5 Teacher liaise with the SENDCO about identifying and responding to the individual needs of pupils with SEND.

7.6 Teachers liaise with the Humanities Head of Area about key topics, resources and support for individual pupils.

7.7 Teachers report any concerns regarding the teaching of RSE or health education to the Humanities Head of Area and a member of the SLT.

7.8 Teachers report any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL or Deputy DSL.

7.9 Teachers respond appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

8. Delivery of RSE

Aurora Eccles school delivers RSE is delivered as part of PSHE using the Jigsaw PSHE scheme of work.

Parts of RSE are covered by a variety of areas of the Aurora Eccles curriculum these include; Science, British Values (part of PSHE) and RE. For example, physical health, drugs and alcohol are covered in the science curriculum (Biology) whilst respect, tolerance and understand of difference is covered in British Values and PSHE as well as touching on some of the main tenets of RE.

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).

9. Safeguarding and child protection

At Aurora Eccles 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 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 sex education within 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 their ongoing professional development and it is included in our 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.

All staff members that teach RSE across school are supported in this by the Humanities Head of Area. Support is offered through team teaching opportunities, in house staff training and external update training where necessary (linked to the Jigsaw framework). Staff are kept informed of developments in key aspects of school life that impact RSE, including links with safeguarding, inclusion, equality, child protection and antibullying, through training provided at staff meetings and INSET days.

11. Monitoring arrangements

This policy will be reviewed annually by Helen Waring

Appendix 1: Subject Overview

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn	<u>Piece 1</u> <i>Being Me in My World</i> Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation	Jigsaw

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Summer	<p><u>Piece 5</u> <i>Relationships</i> Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting</p> <p><u>Piece 6</u> <i>Changing Me</i> Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support</p>	Jigsaw
Year 8	Spring	<p><u>Piece 4</u> <i>Healthy Me</i> Long-term physical health, responsibility for own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation Blood donation</p>	Jigsaw
Year 8	Summer	<p><u>Piece 5</u> <i>Relationships</i> Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support</p> <p><u>Piece 6</u> <i>Changing Me</i> Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour</p>	Jigsaw

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Autumn	<p><u>Piece 1</u> <i>Being Me in My World</i> Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization, county lines, risky experimentation, positive and negative self-identity, abuse and coercion, coercive control</p> <p><u>Piece 2</u> <i>Celebrating Difference</i> Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping</p>	Jigsaw
Year 9	Spring	<p><u>Piece 3</u> <i>Dreams & Goals</i> Personal strengths, health goals, SMART planning, links between body image and mental health, nonfinancial dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression.</p> <p><u>Piece 4</u> <i>Healthy Me</i> Misperceptions about young peoples' health choices, physical and psychological effects of alcohol, alcohol and the law, alcohol dependency, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support</p>	Jigsaw

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Summer	<p><u>Piece 5</u> <i>Relationships</i> Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice services</p> <p><u>Piece 6</u> <i>Changing Me</i> Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on body and brain changes, stereotypes</p>	Jigsaw
Year 10	Autumn	<p><u>Piece 1</u> <i>Being Me in My World</i> Human rights, societal freedom, understanding safety in UK & beyond, ending relationships safely, stages of grief, loss & bereavement, social media & culture, use of online data, threats to online safety, online identity, assessing & managing risk</p> <p><u>Piece 2</u> <i>Celebrating Difference</i> Equality including in the workplace, in society, in relationships. Equality & vulnerable groups. Power & control</p>	Jigsaw

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Spring	<p><u>Piece 3</u> <i>Dreams & Goals</i> Impact of physical health in reaching goals, relationships goals, work/life balance, connections & impact on mental health, benefits of helping others, online profile & impact on future goals</p> <p><u>Piece 4</u> <i>Healthy Me</i> Improving health, sexual health, blood-borne infections, self-examination, diet & long-term health, misuse of prescription drugs, mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics.</p>	
Year 10	Summer	<p><u>Piece 5</u> <i>Relationships</i> Sustaining long-term relationships, choices, consequences of relationships ending e.g. bullying, revenge porn, grief-cycle. Divorce & separation, impact of family breakup on children, understanding love, fake news & rumour mongering, abuse in teenage relationships. Legislation, support & advice</p> <p><u>Piece 6</u> <i>Changing Me</i> Impact of societal change on young people, role of media, reflection on change so far & how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity & risk, family change, sources of support</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Autumn	<p><u>Piece 1</u> <i>Being Me in My World</i> Equality in relation to disability including hidden, consequences of not adhering to Equality Act, employers' responsibilities, benefits of multicultural societies, impact of unfair treatment on mental health, misuse of power, campaigning for equality</p>	Jigsaw
Year 11	Spring	<p><u>Piece 3</u> <i>Dreams & Goals</i> Aspiration on; career, finances, relationships, health. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, education and training options, long-term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong.</p> <p><u>Piece 4</u> <i>Healthy Me</i> Managing anxiety and stress, exam pressure, concentration strategies, work life balance, sexual health, hygiene, self-examination, STIs, sexual pressure, fertility, contraception, pregnancy facts and myths, identifying a range of health risks and strategies for staying safe</p>	Jigsaw
Year 11	Summer	<p><u>Piece 5</u> <i>Relationships</i> Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health, safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support</p>	Jigsaw

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			