

## Relationships and Sex Education Policy

### Aurora Woodlands School

<b>Policy Reference:</b>	<i>A133-WDS</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.

## 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 Woodlands school

## 4. Roles and responsibilities

### 4.1 The Site Lead will: Sarah Thomas – Head of School

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4.2.5 Respond appropriately to young people whose parents wish them to be withdrawn from the non-statutory/ non science components of RSE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:
Natalie Thompson	Pastoral Lead	Pastoral support and issues
Janette Hilton	Safeguarding and Family Support	Inviting in speakers, agencies and support for staff and families
Marlon Gupta	Assistant Head teacher	Oversee Pastoral team

Wayne Blyth	PE instructor and PHSE delivery	Delivery of lessons
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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.

## 4.3 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.

## 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 programme is an integral part of our whole school PSHE education provision, following the PSHE 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.

Teachers 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.

Teachers 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 'questions box'. The teacher 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

The purpose of RSE is to provide knowledge about the processes of growth and development and human reproduction, and understanding about being a boy/male and being a girl/female, including challenging stereotypes, as well as the importance of relationships. At the same time it should lead to the acquisition of skills and attitudes which prepare children to manage their relationships in a responsible and healthy manner. It provides an important forum for pupils to discuss their own issues and ideas, clarifying issues, gaining correct information and reaching balanced views.

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 Woodlands 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

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 Sarah Thomas - Head of school and Sarah Gregory – Woodlands Principal 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 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

This policy will be reviewed annually by

Sarah Thomas – Head of School, Sarah Gregory – Principal @ Woodlands

### Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS
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: 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			

## Consultation letter RSE 2023



Dear Parents/Carers,

### RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY (RSHE) PARENTAL CONSULTATION

As a part of your child's educational experience at Woodlands School we aim to promote personal wellbeing and development through a comprehensive programme of Health and Wellbeing, Living in the Wider World and Relationships (RSHE) Education that gives children and young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future. As you may already be aware, the Department for Education announced changes to relationships and sex education following nationwide consultation.

These changes came into effect from September 2020 and all schools are required to comply with the updated requirements. The statutory guidance can be found at: [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/86281/Relationships_and_sex_education_(RSE)_and_health_education_-_GOV.UK.pdf)

The guidance focuses on healthy relationships and keeping children safe in the modern world. It also covers a wide range of topics relating to physical and mental health, wellbeing, safeguarding and healthy relationships. Learning about the emotional, social and physical aspects of growing up will give children and young people the information, skills and positive values to have safe, fulfilling relationships and help them take responsibility for their own well-being.

We have been reviewing our RSHE curriculum and policy so we can be sure our provision is appropriate for our pupils based on their:

- Age, physical and emotional maturity
- Religious and cultural backgrounds
- Special educational needs and disabilities

We are now consulting with parents to help inform our schools' decisions on when and how certain content is covered in RSHE, and to enable us to reach a general consensus. Consequently, as part of our curriculum review, we would like your views on:

1. Our policy for Relationships, Sex and Health Education (RSHE)
2. When and how certain content within this subject is covered.

Please respond by emailing Janette Hilton – Safeguarding and Family Support with your views on [Janette.hilton@the-aurora-group.com](mailto:Janette.hilton@the-aurora-group.com) she would be happy to arrange a time to speak with you.

Aurora Woodlands School  
The Woodlands  
Holly Tree Close  
Darwen  
BB3 2HG

01254 706600  
[wds-reception@the-aurora-group.com](mailto:wds-reception@the-aurora-group.com)  
[www.theauroragroup.co.uk/woodlands](http://www.theauroragroup.co.uk/woodlands)

AuroraGroupUK  
 The\_AuroraGroup  
 The Aurora-Group

Registered address: Aurora Care & Education Open L.M., Unit 13, Central Business Centre, Tinsbury Rd, Slough SL3 8PQ  
Company No. 5708784

Also should you have any concerns around the policy please get in touch and find attached to the policy a suggested timetable for the teaching for your review and comment.

Many thanks

Sarah Thomas  
Head of School