

# Relationships and Sex Education Policy

## Aurora Hanley School

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<b>Applies to:</b>	Schools
<b>Associated documents:</b>	Curriculum policy PSHE policy Child protection policy
<b>Approved by:</b>	Quality
<b>Implementation date:</b>	September 2023
<b>Next review due by:</b>	September 2024
This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups	

## 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.

### **The aims of relationships and sex education (RSE) at our school are:**

- To help pupils develop feelings of self-worth, self-respect, confidence and empathy
- To create a positive culture around issues of sexuality and relationships, and encourage pupils to form positive and healthy relationships. RSE is not about the promotion of sexual activity.
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To ensure pupils know how to keep themselves safe and how to behave respectfully towards others.
- To ensure pupils understand what sexual abuse and sexual harassment are, be aware of different types (including online)
- To ensure all students are clear on how to report any sexual behaviour and/or any behaviour that makes them uncomfortable, and the importance of reporting and raising concerns
- To ensure pupils understand key issues around consent, can identify appropriate and inappropriate touch and behaviours (off and on-line) and recognise risks
- To teach pupils the correct vocabulary to describe themselves and their bodies
- To provide a framework in which sensitive discussions can take place

## 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 Hanley 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

4.3.5 Proactively seek advice and support where needed in order to deliver high quality RSE provision

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

### At Aurora Hanley School, RSE is taught by a range of staff:

Role:	Responsible for:
Fran Knowles - Assistant Head	Site lead for PSHE/RSE Delivering RSE to assigned groups
Emma Brown	PSHE/RSE Teacher- delivers RSE to assigned groups
Post 16 Teachers, Lower School Teachers, Life skills teachers, HLTAs	Delivering PSHE to own tutor group or assigned groups
Clinical Team	Support and advise staff on aspects of delivery where needed or deliver 1-1 support where students need additional input

### 4.3 The governing board will:

4.3.1 The governing board will hold the head of school/Principal 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.

## 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 of Policy
- Staff consultation
- Parent consultation
- Pupil consultation
- Ratification

## 7. Curriculum

At Aurora Hanley School we define Relationships and Sex Education as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The purpose of Relationships and Sex Education (RSE) at Aurora Hanley is to assist our pupils to prepare for adult life through physical, emotional and moral support. Significantly this policy places RSE firmly in the context of relationships as a whole and seeks to develop it as such. We will emphasize the understanding of the importance for families of stable, caring, responsible and loving relations between adults.

Relationships and Sex Education is an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships and Sex Education is therefore a tool to safeguard children. We recognise that our pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Relationships and Sex Education contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

Due to the nature of our pupils RSE is taught in a considerate and delicate way, ensuring that pupils feel comfortable and confident to ask questions. We believe that relationship and sex education is particularly important for our pupils because some do not have access to wider friends and networks and therefore rely on the internet to gain information. This can impact on a pupil's views, outlook and expectations around relations and sex.

We ensure that RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and different religious views. Pupils follow different pathways through the RSE curriculum. Many pupils have been out of education for some time before joining us. Others may be less mature or more vulnerable and therefore content and coverage is adapted to meet their needs and address gaps appropriately.

RSE is not delivered in isolation. It is taught in subjects including Personal, Social, Health Education (PSHE), Computing and Science. This includes lessons on how to keep themselves safe both in the physical world and in the online world, how to keep their bodies' safe and what to do if they are worried about any changes to their body.

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 approaches such as the 'ask it basket'. 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.

**Due to the vulnerabilities and needs of our cohort, we teach consent and appropriate / inappropriate touch / reporting in every year throughout school.**

## 8. Delivery of RSE

RSE is delivered through our PSHE curriculum. We may on occasion link to external professionals such as the School nurse to support delivery. The biological processes of reproduction are covered in both RSE and Science lessons. Wider aspects of RSE are covered through the PSHE/RSE curriculum.

The purpose of RSE is to provide knowledge about the processes of growth and development and human reproduction, different gender identities 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).

For some of our young people, issues may arise where additional support is needed around risky behaviours or there may be areas where a young person needs a more specific piece of work. In such cases, we may draw on the expertise of our clinical team to offer tailored input, advice and/or guidance.

## 9. Safeguarding and child protection

At Aurora Hanley 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 of School who will then arrange a meeting to discuss your request with you.

## 11. Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar. We will also invite visitors from outside the school, such as the school nurse or sexual health professionals, to provide support and training to staff teaching.

## 12. Working with Parents

Our RSE Policy is available on our school website and is also sent out via email annually to all parents/carers. We carry out parent/carer RSE survey every 2 years to gather feedback to inform our approach. We also offer a range of parents workshops across the year attended by key staff including the clinical team, who are able to advise on any specific issues.

## 13. Monitoring arrangements

This policy will be reviewed annually by Julie Martin-Head of School.

The delivery of RSE is monitored by the Assistant Heads in conjunction with the Head of School, the RSE lead and the teachers through: planning monitoring, work sampling, classroom visits, pupil voice, pupil/parent feedback, staff discussion.

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

#### Relationships and sex education curriculum map

##### Willow - Lower Primary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	<b>Self-Awareness</b> Things we are good at	<b>Self-Care, Support and Safety</b> Taking care of ourselves <i>Staying safe online</i>	<b>Managing feelings</b> Identifying and expressing feelings	<b>Changing and growing</b> Baby to adult External private body parts <i>Consent / appropriate and inappropriate touch / reporting</i>	<b>Healthy lifestyles</b> Healthy eating <i>Healthy on-screen habits</i>	<b>The World I live in</b> Respecting differences between people <i>Online diversity</i> <i>Stereotypes in social media</i>
B	<b>Self-Awareness</b> Kind and unkind behaviours	<b>Self-Care, Support and Safety</b> Keeping safe <i>Keeping safe online</i>	<b>Managing feelings</b> Identifying and expressing feelings	<b>Changing and growing</b> Baby to adult External private body parts <i>Consent / appropriate and inappropriate touch / reporting</i>	<b>Healthy lifestyles</b> Taking care of physical health <i>Healthy screen time</i>	<b>The World I live in</b> Jobs people do <i>Online careers</i>

##### Willow- Upper Primary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	<b>Self-Awareness</b> Playing and working together <i>Online working</i>	<b>Self-Care, Support and Safety</b> Trust <i>Trusting people online</i> <i>How to report harmful contact</i>	<b>Managing feelings</b> Identifying and expressing feelings. Managing strong feelings. <i>Being aware of expressing ourselves online</i>	<b>Changing and growing</b> Changes at puberty <i>Consent / appropriate and inappropriate touch / reporting</i>	<b>Healthy lifestyles</b> Healthy eating <i>Online influences/ advertisements</i>	<b>The World I live in</b> Rules and laws <i>Online rules and laws</i>

B	<b>Self-awareness</b> People who are special to us <i>Online friendship</i>	<b>Self-care, Support and Safety</b> Keeping safe online	<b>Managing feelings</b> Identifying and expressing feelings/ Managing strong feelings <i>Managing and expressing feelings online</i>	<b>Changing and Growing</b> Changes at Puberty Different types of relationship <i>Consent / appropriate and inappropriate touch / reporting</i>	<b>Healthy Lifestyles</b> Taking care of physical health <i>Healthy screen time</i>	<b>The world I live in</b> Taking care of the environment
C	<b>Self-Awareness</b> Getting on with others <i>Friendship online</i>	<b>Self-Care, Support and Safety</b> Public and private <i>Keeping private information safe online</i>	<b>Managing feelings</b> Identifying and expressing feelings. Managing strong feelings. <i>Expressing ourselves appropriately online</i>	<b>Changing and growing</b> Changes at puberty Friendship (KS3) <i>Consent / appropriate and inappropriate touch / reporting</i>	<b>Healthy lifestyles</b> Keeping well	<b>The World I live in</b> Belonging to a community <i>Belonging to an online community</i>

## Maple (KS2/3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	<b>Self-Awareness</b> Personal strengths and skills for learning <i>Including exploring careers and enterprise online</i>	<b>Self-Care, Support and Safety</b> Feeling unwell Feeling frightened/ worried Public and private	<b>Managing feelings</b> Self-esteem and unkind comments <i>Incl. how self-esteem is affected by online identity and friendship, cyber bullying and trolling and how to get help</i>	<b>Changing and growing</b> Puberty <i>Consent / appropriate and inappropriate touch / reporting</i>	<b>Healthy lifestyles</b> Elements of healthy lifestyles Mental wellbeing <i>Including how online influences affect our attitudes to diet and exercise How to get help online</i>	<b>The World I live in</b> Diversity/ rights and responsibilities Managing online information <i>Including how apps can help manage and access our money online</i>
B	<b>Self-Awareness</b> Prejudice and discrimination <i>Online discrimination</i>	<b>Self-Care Support &amp; Safety</b> Accidents and risk Emergency situations <i>Online Risk</i>	<b>Managing feelings</b> Strong feelings	<b>Changing and growing</b> Friendship Healthy and unhealthy relationship behaviour <i>Consent / appropriate and inappropriate touch/ reporting Impact of social media on friendships and managing conflict How to report unhealthy online contact</i>	<b>Healthy lifestyles</b> Physical activity Healthy eating Body image <i>Including how online influences affect our attitudes to diet and exercise</i>	<b>The World I live in</b> Preparing for adulthood Managing finances <i>Online apps and purchases, online fraud and common scams</i>
C	<b>Self-Awareness</b> Managing pressure <i>Online peer and advertising pressure</i>	<b>Self-care support and safety</b> Keeping safe online Gambling	<b>Managing feelings</b> Romantic feelings and sexual attraction <i>Online relationships and relationships norms on social media</i>	<b>Changing and growing</b> Puberty Intimate relationships, contraception. <i>Consent / appropriate and inappropriate touch / reporting</i>	<b>Healthy lifestyles</b> Medicinal drugs Drugs, alcohol and tobacco <i>How to get help for addiction online</i>	<b>The World I live in</b> Taking care of the environment

## UPPER SCHOOL

### KS3 (Lifeskills and Middle)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	<b>Self-Awareness</b> Self esteem	<b>Self-Care, Support and Safety</b>	<b>Managing feelings</b>	<b>Changing and growing</b>	<b>Healthy lifestyles</b>	<b>The World I live in</b> Diversity- healthy relationships,



	Strengths and skills Learning styles Work roles and aspirations - gender stereotypes/protected characteristics <i>Incl. online careers resources</i>	Taking care of ourselves Bullying (link to protected characteristics) <i>Staying safe online/Do you know who you are talking to?/reporting (y7)/CEOP button</i>	Identifying and expressing feelings Consent and boundaries inc violence against women and girls Health / unhealthy relationship Linked to self esteem Consent/Appropriate and inappropriate touch/reporting	Growth and puberty, Personal hygiene, different relationships and families/marriage - protected characteristics Consent/Appropriate and inappropriate touch/reporting	Healthy choices – eating, sleep and exercise Balanced lifestyle Drugs, smoking and vaping introduce county lines Where to get advice and guidance (y7) incl. online support <i>Healthy on-screen habit</i>	stereotypes introduce radicalisation and hate crimes link to protected characteristics Rights and responsibilities Fake news and social influences (y7) <i>Online diversity and fake news</i>
B	<b>Self-Awareness</b> My impact on others - how do my words and actions affect others esteem and mental wellbeing <i>Incl. online relationships</i>	<b>Self-Care, Support and Safety</b> Media representations of young people link to gangs/perception - age as a protected characteristic FOMO <i>Sharing online images link to pornography/sexualised imagery</i> Consent	<b>Managing feelings</b> Managing unwanted attention link to violence against women and girls/healthy relationships - sex/gender as a protected characteristic Consent Consent/Appropriate and inappropriate touch reporting	<b>Changing and growing</b> Human reproduction and contraception Sexual identity and attraction - sexual orientation as a protected characteristic consent	<b>Healthy lifestyles</b> Mental health stress, anxiety and depression Strategies for good mental health link back to effects of substance misuse on mental health inc smoking and vaping <i>Online sources of support</i>	<b>The World I live in</b> Finance and enterprise Gambling First aid <i>Incl. online gambling, phishing</i>

## KS4 (Upper)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	<b>Self-Awareness</b> Self esteem Careers and enterprise, pathways, skills, roles and identities protected characteristics in the workplace <i>Incl. online sources of support/advice</i>	<b>Self-Care, Support and Safety</b> Keeping safe Discrimination and prejudice – online focus - protected characteristics inc hate crimes Bullying and gangs Sharing images <i>Keeping safe online/Do you know who you are talking to?/reporting</i>	<b>Managing feelings</b> Strong feelings, friendships and romantic relationships Healthy and unhealthy relationships Consent and boundaries Consent/Appropriate and inappropriate touch/reporting	<b>Changing and growing</b> Long term relationships including how to end them / Families Sexual health - unplanned pregnancy, miscarriage, abortion and adoption - pregnancy as a protected characteristic sexual identity - influence of media and pornography, link to violence towards girls and women/sexualised violence <i>Incl. online pornography</i>	<b>Healthy lifestyles</b> Mental health anxiety, depression and self harm Healthy diet Eating disorders Drugs - vaccines Social and media influences <i>Trolling</i> Self harm- focus on strategies, ensure pupils know who they can talk to, signpost to Kooth (online mental health tool from NHS- chat room with health professionals)	<b>The World I live in</b> Finance and enterprise First aid <i>Incl. sources of support online, payday loans, risky financial decisions online, online banking safety</i>
B	<b>Self-Awareness</b> Feedback or criticism – impact on others <i>Incl. managing</i>	<b>Self-Care, Support and Safety</b> Mental health and body image, Healthy diet and links to eating disorders inc overeating and	<b>Managing feelings</b> Managing unwanted attention Harassment and stalking link back to sharing of youth produced	<b>Changing and growing</b> FGM Exploitation Forced marriage Consent/Appropriate and inappropriate touch/	<b>Healthy lifestyles</b> Strategies for good mental and physical health Consent and boundaries Immunisations and vaccinations	<b>The World I live in</b> Money problems Debt, gambling, moral dilemmas First aid <i>Incl. online gambling</i>



	<i>online interactions</i>	obesity links to drugs <i>Sources of online health and support</i>	images and sexting, intro revenge porn Reporting Consent/Appropriate and inappropriate touch/reporting	reporting	Monitoring own health cancer and prevention - smoking and vaping – link to protected characteristics-right to healthcare	
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## Post 16

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	<b>Self-Awareness</b> Post 16 pathways FE/HE/Careers interviews inc presentation and hygiene <i>Online research skills for the labour market</i> Protected characteristics in the workplace	<b>Self-Care, Support and Safety</b> Managing online pressures Diversity and discrimination extremism Bullying Risk taking - Sharing intimate images – risks and strategies <i>Sexting, staying safe incl. online</i>	<b>Managing feelings</b> Romantic and intimate relationships Pornography and its effects on identify and relationships Media influence Consent and boundaries within this context Consent/Appropriate and inappropriate touch/reporting <i>Online influences/risks</i>	<b>Changing and growing</b> Healthy intimate relationships, contraception and parenthood options /fertility changing over time – protected characteristics <i>Incl. online sources of support, and online intimate relationships, sexting, staying safe</i>	<b>Healthy lifestyles</b> Mental health Drugs – medicinal, illegal drugs, tobacco and alcohol inc vaping Link to county lines <i>Incl. reliable sources of online support</i> <b>Self harm- focus on strategies, ensure pupils know who they can talk to, signpost to Kooth (online mental health tool from NHS- chat room with health professionals</b>	<b>The World I live in</b> Preparing for adulthood - finance, Budgeting inc impact on healthy diet choices, independent living and enterprise First aid <i>Incl. online risks relating to finance (phishing)</i>
B	<b>Self-Awareness Giving and receiving</b> Feedback or criticism – impact on others, strategies for managing rejection i.e. employment Careers and college <i>Online sources of support</i> <i>Online reputation/digital footprints</i>	<b>Self-Care, Support and Safety</b> Mental health and body image, eating disorders Strategies for good mental health Balanced lifestyle <i>Healthy habits-screentime</i> <i>Online sources of support</i>	<b>Managing feelings</b> Managing unwanted attention Harassment and stalking Consent/Appropriate and inappropriate touch/reporting <i>Online harassment/trolling</i>	<b>Changing and growing</b> FGM Exploitation and date rape Forced marriage Honour based violence consent/reporting <i>Online grooming/staying safe online</i> Sex/gender as a protected characteristic	<b>Healthy lifestyles</b> Strategies for good mental and physical health Immunisations and vaccinations Monitoring own health Cancer and prevention <i>Online sources of support</i>	<b>The World I live in</b> First aid Transition

## 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			

## Appendix 1: Guide to vocabulary use

**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 / consent
Year 2 (Age 6-7 years)	Different / Similar / Penis / Vagina / Testicles / Nipples / consent

Year 3 (Age 7-8 years)	Differences / Vagina / Womb / Penis / Testicles / Touch / Personal space / Family / consent
Year 4 (Age 8-9 years)	Lifecycle / Body change / Puberty / Penis / Vagina / Testicles / Nipple / Womb / Pubic hair / Breasts / Sperm / Egg (ovum) / consent
Year 5 (Age 9-10 years)	Puberty / Physical changes / Emotional changes / Penis / Vagina / Period/ menstruation / Nipples / Breasts / Pubic hair / Testicles / Erections / Wet dreams / masturbation/ Egg / Fallopian tube / Sperm / Hygiene / consent
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 / menstruation / wet dream / masturbation / pubic hair /erection / consent