

## Relationships and Sex Education Policy

### Redehall School and Caterham Education Centre

<b>Policy Reference:</b>	<i>A133-RHS-CEC</i>
<b>Version Number:</b>	<i>5</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 2024</i>
<b>Next review due by:</b>	<i>September 2025</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 Redehall School and Caterham Education Centre.

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4.2.5 Respond appropriately to young people whose parents wish them to be withdrawn from the non-statutory components of RSE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

### 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:

The policy is reviewed annually:

- Staff consultation – via curriculum meetings
- Parent consultation – via letter and invites to parental discussion
- Student consultation – via school council and prior to topic coverage
- Ratification – at first governance meeting of the academic year

## 7. Curriculum

7.1 KS2 and KS3 students access RSE as part of the PSHE Association curriculum and the Activate KS3 science curriculum, both of which are enhanced through evidence-based programs such as Tree of Life, The ASD Well-being Toolkit and other CBT-based programs. These are staged to take account of student's levels of maturity, their linguistic skills and their overall social knowledge and understanding.

7.2 KS4 students access RSE as part of the PSHE Association curriculum, the OCR Entry Level (Biology) and Synergy GCSE science curriculum, all of which are enhanced through evidence-based programs such as Tree of Life, The ASD well-being toolkit and other CBT-based programs. These are based on the knowledge and understanding gained in the KS3 RSE and Science curriculums and recognises students developing maturity, and increased understanding of social interactions, healthy relationships and their linguistic skills.

7.3 Like all curriculum at CEC, RSE is further personalised and supported through 1 to 1 intervention, which focuses on student concerns and anxieties and takes into account their conceptual capacities. Parent involvement is crucial and parents are kept informed through pre-delivery information sharing and weekly phone calls and updates.

## 8. Delivery of RSE

RSE is delivered as a taught program through PSHE and through appropriate biology modules in the Activate, Entry Level and Synergy GCSE curriculum. The emphasis of the whole school

curriculum is on acknowledging difference and diversity, celebrating uniqueness and tolerance for views and lifestyles that are different than our own.

Students are taught about relationships within the context of their own families and family life, taking care to acknowledge that families come in a range of combinations and that there is no 'right' family structure.

In KS3 students engage in a specialised unit called 'Tree of Life', focusing on their family, the events and circumstances that have shaped them to the point they are at today. Students have the opportunity to share this with peers, but they can do this through illustration and/or discussion. At its foundation, 'Tree of Life' recognises a variety of family structures and emphasises information and discussion as a means of ensuring 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).

Paralleling this, in KS3 PSHE students look at friendships and other relationships which aid and support them, such as those with peers, support staff and teachers. They are encouraged to consider: the reciprocal nature of these relationships, what makes a good friend, and the difference between 'good regard' and 'friendship' when dealing with significant adults who are not family members.

In Science, the Activate curriculum is modified to ensure that modules are delivered commensurate with students' skills knowledge and understanding of scientific concepts. This is modified to suit each cohort and may mean that some modules are split to allow for maturation. Currently, we offer no specific scientific modules related to Relationships and Sex Education in Year 7. However, these are delivered in increasing levels of complexity and detail from Spring 1 in Year 8. Skills, knowledge and understanding relating to the biology of relationships and sexual interactions form one third of the content of the Synergy GCSE biology curriculum and students are expected to engage fully in this in order to complete their GCSE course.

## 9. Safeguarding and child protection

At Aurora Redehall School and Caterham Education Centre 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 their induction and it is included in our continuing professional development calendar.

To ensure that students access relevant and up-to-date information 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 Emma Owen and Mandi Desmond.

### Relationships and sex education curriculum map for RHS Pupils.

Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Friendships:</b> Making and maintaining healthy friendships; Similarities and differences.	<b>Emotional Wellbeing:</b> Expressing and managing every day feelings; Seeking support for self or others.	<b>Staying Safe:</b> Trusted people and feeling safe; Keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe.	<b>Economic Wellbeing:</b> Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe.	<b>Physical Health:</b> Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety	<b>Shared Responsibilities:</b> Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability; Safety in different environments; Safety at home.

Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Friendships:</b> Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others.	<b>Communities:</b> What makes a community; Diversity; Freedom of expression; Online communities; Identifying and responding to prejudice.	<b>Economic Wellbeing:</b> Budgeting; Saving; Spending decisions; How managing money makes us feel; How spending choices affect others.	<b>Families:</b> Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for.	<b>Growing and Changing:</b> Growing up; Puberty, including periods and wet dreams; Sleep.	<b>Staying Healthy:</b> Dental health; Hygiene, germs; Basic first aid; Early signs of illness and seeking help.

Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Respect and Bullying:</b> Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination.	<b>Mental Wellbeing:</b> Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others.	<b>Staying Safe:</b> Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety, including FGM.	<b>Careers:</b> Career types; challenging career stereotypes; Enterprise project – CROSS-YEAR, GROUP WITH Y7	<b>Substances:</b> Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws.	<b>Keeping Active:</b> Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing.

Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Personal Identity:</b> What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities.	<b>Puberty and Reproduction:</b> Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made.	<b>Health and Hygiene:</b> Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation.	<b>Managing Change:</b> Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support.	<b>Media literacy:</b> How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling.	<b>Friendships and Staying Safe:</b> Opportunities to connect online; The nature of online only friendships; Reporting harmful content and contact; Staying safe online.

Year 7					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Economic Wellbeing:</b> Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation.	<b>Healthy Lifestyles:</b> Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing	<b>Substances:</b> Facts, misconceptions and social norms regarding drugs, alcohol and tobacco; Influence and risks relating to substance use.	<b>Careers:</b> Developing enterprise skills; The world of work and young people’s employment rights; Enterprise project - CROSS-YEAR,	<b>Relationships:</b> Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings;	<b>Friendships and Diversity:</b> Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying,

	health services.		GROUP WITH Y5	The concept of consent.	including online.
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Year 8					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Careers:</b> Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence	<b>Friendships and Managing Influences:</b> Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.	<b>Relationships:</b> Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health.	<b>First aid and keeping safe:</b> First aid including CPR and defibrillator use; Personal safety including travel safety.	<b>Mental health and wellbeing:</b> Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others.	<b>Moving Forward:</b> Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change.

## Relationships and sex education curriculum map for CEC Pupils.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Spring 1	<b>Diversity</b> Diversity, prejudice, and bullying ASDAN M7A1/M7B1	ASDAN PSHE Workbook
	Spring 2	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM. ASDAN M2A3 PSHE Curriculum.	ASDAN PSHE Workbook PSHE Association resources
	Summer 1	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries ASDAN M7A3 PSHE Curriculum.	ASDAN PSHE Workbook PSHE Association resources

## 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			