

## Relationships and Sex Education Policy

### Aurora Severnside School

<b>Policy Reference:</b>	A133-SEV
<b>Version Number:</b>	5.1
<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 2024
<b>Next review due by:</b>	September 2025
<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 Severnside

## 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/non-science 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4.2.5 Respond appropriately to young people whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE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:
Lucy Byrne	Teacher	Y11
Sara Bodenham	Teacher	Y10
Mia Mortimore	Teacher	Y9A
Dave Marshall	Teacher	Y9B

Tom Willitts & Ethan Lee	Teacher	Y8
Nicola Greenaway	Teacher	Y7

### 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.

STAGE is a term used to describe where a student is developmentally as opposed to their age.

## 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

RSE is taught to every year group in the school predominantly using the PSHE Association's curriculum. In addition to those resources, teachers may also substitute other resources for students where it is felt that their stage of development and understanding is not well matched to the resources provided by the PSHE association. RSE is delivered both during PSHE lessons and also reactively by staff if students raise questions or concerns with them. In some instances, RSE will be delivered on an individual or a small group basis as part of our reactive PSHE strategy.

## 8. Delivery of RSE

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).

As a school, we are also sensitive to the fact that our student body comprises a large proportion of Trans and Non-Binary students as well as LGBTQ+ young people which influences how we deliver our RSE lessons and ensures that we are meeting the needs of all learners at the school.

## 9. Safeguarding and child protection

At Aurora Severnside, 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 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 by the PSHE Lead and this is supported by them through oversight of the curriculum and resourcing support. Staff who request additional support to deliver specific aspects of RSE education are supported to do so by SLT on an individual basis.

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 the Headteacher and updated with any relevant changes as they arise.

## Relationships and sex education curriculum map

### Appendix 1: Curriculum map

	<b>Term 1 Health &amp; well-being</b>	<b>Term 2 Living in the wider world</b>	<b>Term 3 Relationships</b>	<b>Term 4 Health &amp; well-being</b>	<b>Term 5 Relationships</b>	<b>Term 6 Living in the wider world</b>
<b>Year 7</b>	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
<b>Year 8</b>	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks
<b>Year 9</b>	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process.	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Employability and online presence
<b>Year 10</b>	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work
<b>Year 11</b>	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

## Appendix 2: Letter sent to families - Delivery of RSE (Relationships and Sex Education) at Aurora Severnside School

### Re: Delivery of RSE (Relationships and Sex Education) at Aurora Severnside School

Dear Parent/Carer,

We believe that promoting the health and wellbeing of our pupils is an important part of our students' overall education. We do this through our personal, social, health, citizenship and emotional (PSHCE) curriculum. PSHCE covers many topics including all kinds of relationships, physical/emotional health and the skills needed to live in the wider world. The aim of our PSHCE curriculum is to help pupils make safe and informed decisions during their school years and beyond.

Relationships, sex and health education (RSE) is the statutory element of our PSHCE curriculum and all schools in England are required to teach it. We will be teaching lessons about RSE as part of our PSHCE lessons, which will include topics such as families; online safety; puberty; babies and birth; relationships and communication skills; pregnancy; contraceptives; prevention of HIV/AIDS and other sexually transmitted diseases; prevention of sexual abuse; FGM; body image; sexting and social media; pornography and consent. During these lessons, pupils will be able to ask questions, which will be answered factually in an age-appropriate manner. Each pupil's privacy will be respected, and no one will be asked to reveal personal information.

RSE is a statutory subject and although parents can withdraw their child from the sex education element, we want to assure parents that our curriculum is taught in an age-appropriate manner and provides pupils with the time to ask questions in a safe environment. RSE is a carefully planned curriculum and is there to ensure our pupils can navigate the world around them safely. An un-informed student is often a student left vulnerable and we want to empower our pupils here at Severnside School.

You may find that your young person starts to ask questions about the topics at home, or you might want to take the opportunity to talk to your child about issues before the work is covered at school. If you have any queries about the content of the programme or resources used, please do not hesitate in contacting me at school. All materials used are available for you to browse through should you so wish.

I also enclose a frequently asked questions document, that you may find useful.

Please complete the consent form and return to the school. If you have any questions about anything contained in this communication, please don't hesitate to contact the school and we will be happy to help.

Yours Sincerely

Rachel Lynch

Headteacher.

## Frequently Asked Questions

### **What are the aims of RSE in our schools?**

Depending on the age of the children and the lessons in their particular year groups, we want RSE to:

Develop the confidence to talk, listen and think about feelings and relationships

Develop friendship/relationship skills

Develop positive attitude, values and self-esteem

Provide knowledge and understanding about puberty and the changes that will take place

Provide knowledge and understanding about reproduction and sexuality

Address concerns and correct misunderstandings that children may have gained from the media and peers

Develop skills to help children protect themselves against unwanted sexual experience

Empower pupils to understand their bodies are amazing and they have a right to talk about keeping safe and consent in a manner of situations not just those linked to sexual intimacy

To empower children with the confidence to talk about their bodies and their feelings

### **What are the different topics in the RSE at secondary school?**

Families and people who care for me

Respectful relationships, including friendships

Online and media

Being safe

Intimate and sexual relationships, including sexual health

Internet safety and harms

Mental well-being

Physical health and fitness

Healthy eating

Drugs, alcohol, tobacco

Health and prevention

Basic first aid

Changing adolescent body

For further information on each strand of the topics visit 'Relationships and sex education (RSE) and health education' at [www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education](http://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)

## **Can you explain the school's RSE morals and values framework?**

RSE follows the school's agreed aims, values and moral framework which is sensitive to the needs and the beliefs of pupils, parent, carers and other members of the school community. RHE/RSHE will be delivered within the school's agreed policy and in line with the Equality Act 2010. Our teaching will be inclusive.

RSE will support the importance of the marriage or stable relationships for family life and bringing up children. Care is taken to ensure children are not stigmatised according to their different home circumstance and all families will be discussed as part of a diverse community.

Families sometimes look different from a child's own family; children need to understand that they should respect those differences and know that other children's families are also characterised by love and care.

Pupils will be encouraged to understand that thinking about morals and values also includes:

Respect for ourselves and others

Commitment, trust and love within relationships

An understanding of diversity in relation to religion, culture and sexual orientation

An honesty with ourselves and others

Self-awareness

Exploration of our rights, duties and responsibilities.



## Appendix 3: 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			