

Relationships and Sex Education Policy Hedgeway School

Policy Reference:	A133-HWS
Applies to:	Schools
Associated documents:	Curriculum policy PSHE policy Child protection policy
Approved by:	Head of Service & Quality Assurance
Implementation date:	September 2025
Next review due by:	September 2026
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

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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 Hedgeway

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4.2.5 Respond appropriately to young people whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE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:
Natalie Leitch	Deputy Head Teacher	Ensuring the teaching and learning standards are being upheld in relation to RSE as well as support provided where appropriate.

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		Ensure that all resources relating to RSE are up to date.
Alex Cleave	Deputy Head (SENCo)	Ensuring the teaching and learning standards are being upheld in relation to RSE as well as support provided where appropriate.
Margriet Clarke	Class Teacher	Planning, delivery and assessment of RSE lessons.
Emily Bartlett	Class Teacher	Planning, delivery and assessment of RSE lessons.
Nathan Hughes	Class Teacher	Planning, delivery and assessment of RSE lessons.
Peter Murphy	Class Teacher	Planning, delivery and assessment of RSE lessons.
Paige Bourne	Clinical Team	Clinical support and advice on coverage and approaches where appropriate.

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 will be shared with parents as part of the referral process, and it will be discussed with pupils at the beginning of their RSE programme. In year 1 this policy will be reviewed and developed in consultation with staff, pupils and parents. The consultation and policy development process will involve the following steps:

- Review
- Staff consultation
- Parent consultation
- Pupil consultation
- Ratification

7. Curriculum

At Aurora Hedgeway School our pupils are taught the skills and attitudes required to enable them to become as independent as they can be and to prepare for adulthood. Our overarching aim is that pupils are prepared for life after school. As part of this, we are committed to ensuring each young person receives high quality relationship and sex education.

We are committed to ensuring all pupils have access to an enriched and stimulating curriculum to give them every opportunity to reach their full potential regardless of their gender, race, learning disability or physical disability. We ensure that RSE fosters gender and LGBTIA+ equality. The school is committed to the provision of RSE to all of its pupils and to meeting the differing needs of male and female pupils as well as those who are non-binary and gender fluid.

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/young person 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 'ask it basket' or other in class forms of anonymous questioning. 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.

7.1 Aims

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.

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- To create a positive culture around issues of sexuality and relationships, and encourage pupils to form positive and healthy relationships.
- 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), and that ALL sexual behaviour must be reported.
- To ensure pupils understand key issues around consent, can identify appropriate and inappropriate touch and behaviours (off and on-line) and know how to raise a concern.
- To teach pupils the correct vocabulary to describe themselves and their bodies.
- To provide a framework in which sensitive discussions can take place.

7.2 Rationale and Ethos

At Aurora Hedgeway 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 Wilden View 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 contribute 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.

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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.

7.3 Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar in house. 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.

7.4 Working with Parents/Carers

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

7.5 Whole School Coverage

The Aurora Hedgeway View curriculum cover 6 areas throughout the year, focussing on different topics depending on the age of the pupils.

- Autumn 1 - Being me in the world
- Autumn 2 - Celebrating differences
- Spring 1 - Dreams and Goals
- Spring 2 - Healthy Me
- Summer 1 – Relationships
- Summer 2 - Changing me

8. Delivery of RSE

Relationship and Sex Education will be delivered explicitly through PSHE lessons during the Summer Term, each year. We may use external professionals to support this teaching, where necessary. Elements of human reproduction will be taught through compulsory science at varying stages of the curriculum at Aurora Wilden View, in an age-appropriate manner.

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

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the acquisition of skill 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 Hedgeway 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.

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 Deputy Headteacher of Education, Deputy Headteacher Pastoral with final approval by the Headteacher.

Appendix 1:

Relationships and sex education curriculum map

Statutory Elements of RSE			
Statutory			
Age	My Body	Lifecycles/Human reproduction	Keeping Safe and looking after myself
7-8	<p>How has my body changed since I was a baby?</p> <p>Why is my body changing?</p> <p>Why are some children growing quicker than others?</p> <p>Why are some girls in my class taller than the boys? How do girls and boys grow differently?</p> <p>Why are we all different?</p> <p>Is it ok to be different?</p> <p>What are similarities and differences between boys and girls? Should boys and girls behave differently?</p>	<p>Why does having a baby need a male and a female?</p> <p>What are eggs and sperm?</p> <p>How do different animals have babies?</p> <p>How do different animals look after their babies before and after birth? What happens when people get older</p>	<p>What are good habits for looking after my growing body?</p> <p>What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable?</p> <p>When is it good or bad to keep secrets?</p>

Non Statutory			
	Relationships	Feelings and Attitudes	People who help me
7-8	<p>How have my relationships changed as I have grown up?</p> <p>Why do friendships change?</p> <p>How can I be a good friend?</p> <p>Why can it be fun to have a friend who is different to me?</p> <p>What are some of the bad ways people can behave towards one another?</p> <p>How do I know when I am being bullied?</p> <p>What do I do if I am being bullied?</p> <p>How can I make up with my friend when we have fallen out?</p> <p>Why are some parents married and some not?</p>	<p>What makes me feel good? What makes me feel bad?</p> <p>How do I know how other people are feeling?</p> <p>Why are my feelings changing as I get older?</p> <p>How do I feel about growing up and changing?</p> <p>How can I cope with strong feelings</p>	<p>Who can I talk to if I feel anxious or unhappy? Where can I find information about growing up?</p>

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Statutory
Elements of RSE

Statutory			
Age	My Body	Lifecycles/Human reproduction	Keeping Safe and looking after myself
9-10	<p>What is puberty? Does everyone go through it? At what age? What body changes do boys and girls go through at puberty? Why are some girls 'tomboys' and some boys a bit 'girly'? Is my body normal? What is a 'normal' body? How will my body change as I get older?</p>	<p>What is sex? What is sexual intercourse? How many sperm does a man produce? How many eggs does a woman have? How do sperm reach the egg to make a baby? Does conception always occur or can it be prevented? How do families with same-sex parents have babies? How does the baby develop? How is the baby born? What does a new baby need to keep it happy and healthy?</p>	<p>How can I look after my body now I am going through puberty? How can girls manage periods (menstruation)? How can people get diseases from sex and can they be prevented? What is HIV, how do you get it and how can you protect yourself from it</p>

Non Statutory			
	Relationships	Feelings and Attitudes	People who help me
9-10	<p>What are the important relationships in my life now? What is love? How do we show love to one another? Can people of the same sex love one another? Is this ok? What are the different kinds of families and partnerships? What do the words 'lesbian' and 'gay' mean? Why does calling someone 'gay' count as bullying? What should I do if someone is being bullied or abused? Are boys and girls expected to behave differently in relationships? Why? Can some relationships be harmful? Why are families important for having babies and bringing them up?</p>	<p>What kinds of feelings come with puberty? What are sexual feelings? What are wet dreams? What is masturbation? Is it normal? How can I cope with these different feelings and mood swings? How can I say 'no' to someone without hurting their feelings? What should I do if my family or friends don't see things the way I do? What do families from other cultures and religions think about growing up? Can I believe everything I see on the TV about perfect bodies/relationship/girls and boys....to be true?</p>	<p>Who can I talk to if I want help or advice? Where can I find information about puberty and sex? How can I find reliable information about these things safely on the internet?</p>

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Statutory Elements of RSE		
Age	My Body	Keeping Safe and looking after myself
11-13	<p>Am I normal?</p> <p>What is normal for my age?</p> <p>If I am a late developer, will I catch up?</p> <p>Why do the media show so many pictures of thin/muscle/ perfect celebrities?</p> <p>Should we all look like this?</p> <p>People say our hormones are raging during adolescence - what effect do they have on the body?</p> <p>How do hormones affect boys and girls differently?</p> <p>What is the menstrual cycle and how does it affect fertility?</p> <p>Why do boys get erections?</p> <p>What is the menopause, when does it happen in a woman's life and do men go through it too?</p> <p>What is happening to my body when I get sexually excited?</p> <p>What is an orgasm and how can I have one?</p> <p>Do males and females experience orgasm in the same way?</p> <p>What are normal bodily fluids secreted from penis and vagina?</p>	<p>What is safer sex?</p> <p>Should everyone who is sexually active carry condoms?</p> <p>What infections can be caught from having sex?</p> <p>What are the symptoms?</p> <p>What is the impact on your health? What is HIV and AIDS, how do you get it?</p> <p>Is it always through sex?</p> <p>How do women get pregnant and how does the baby develop?</p> <p>Does sex always lead to pregnancy?</p> <p>How can conception be prevented?</p> <p>Are there ways of enjoying sex that don't risk pregnancy or infection?</p> <p>What are the different methods of contraception?</p> <p>Are some easier to use than others?</p> <p>When should emergency contraception be used? Who should be responsible for contraception/safer sex in a relationship?</p> <p>If someone is on the pill, why do they have to use a condom as well?</p> <p>Does drinking alcohol or using drugs affect my decisions about behaviour?</p>

Non Statutory			
	Relationships	Feelings and Attitudes	People who help me
11-13	<p>What makes a relationship happy or unhappy?</p> <p>Why do relationships change during adolescence?</p> <p>How can I cope with changing relationships with my family and friends?</p> <p>Why do people get married or have a civil partnership?</p> <p>What can I do about family and friendship break-up?</p> <p>What are the qualities I should look for in a partner?</p> <p>Should everyone have a boyfriend or girlfriend at my age?</p> <p>At what age is it legal to have sex?</p>	<p>What is the difference between sexual attraction and love?</p> <p>How will I know if I am in love?</p> <p>Is it normal to be attracted or in love with someone of the same gender?</p> <p>Does this mean I am gay or lesbian?</p> <p>Do you have to have sex to show someone you love them? What should I do if I feel I am being pressured into having sex?</p> <p>Is everybody doing it?</p> <p>In my community being a teenage parent is acceptable- is this wrong?</p> <p>My religion says that being gay or having sex before is marriage is wrong, what should I think?</p>	<p>If I think I have a sexually transmitted infection, where can I get it treated?</p> <p>If a woman gets pregnant, what choices does she have?</p> <p>What are the best websites on sex and relationships for young people?</p> <p>How can I find out about local contraception and sexual health services, and what should I expect from them?</p> <p>Can I see a nurse or doctor in private?</p>

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<p>At what age is it legal to get married/ or have a civil partnership?</p> <p>How do I know when I am ready to have sex/be intimate with my boyfriend/girlfriend?</p> <p>Do males and females have different expectations in relationships?</p> <p>What does it mean to be gay, lesbian, bisexual or transgender? What is the difference between transvestite and trans-sexual?</p> <p>What is acceptable touching and behaviour amongst my peers?</p>		
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Age	Keeping Safe and looking after myself
14-16	<p>What are the different types of contraception, their advantages and disadvantages, and how can I choose between them?</p> <p>Are all methods of contraception also protection against sexually transmitted infections including HIV?</p> <p>What are the risks of different sexual activities?</p> <p>Should I be responsible for contraception in a relationship?</p> <p>Can I negotiate this with my partner or should I trust them? I know that alcohol and drugs may affect sexual choices and behaviour - how can I reduce the risks from this?</p> <p>How do I use a condom and does it affect sexual performance</p>

Non Statutory			
	Relationships	Feelings and Attitudes	People who help me
14-16	<p>What should I expect of my partner in a sexual relationship?</p> <p>Do people try to control or exploit one another through sexual relationships?</p> <p>How can I recognise when this might be happening and respond to it?</p> <p>What is the most effective way to resist pressure from friends or partner to do things I don't want to do?</p> <p>How can I help a friend in an abusive relationship?</p> <p>What is homophobia, what effect does it have on people and what can I do if I or a friend experiences it?</p> <p>What is most important to me in my relationships with friends, family and sexual partner?</p> <p>What are the causes of conflict in young people's relationships with friends, family and peers and how can we deal with it?</p>	<p>How can I cope with strong feelings such as anger, sadness, desire and love?</p> <p>What are the biggest influences on me and my friends sexual behaviour and health?</p> <p>What do different cultures and religions believe about sex and relationships?</p> <p>How does how I feel about my body affect my self-esteem and my relationship with others?</p> <p>Pornography is easy to access on the internet - does it show what real sexual relationships are like/should be like?</p> <p>Why do people stereotype gays and lesbians/ male, females and transgender/</p>	<p>What are my rights as a young person to information, sexual health services and confidentiality?</p> <p>What is the full range of services, help and information available to me, where can I find out about them and how can I make the most of these services?</p> <p>I'd like to talk to my parents or a trusted adult about sex and relationships - what is the best way to go about this?</p> <p>If a woman gets pregnant, what choices does she have and what influences these choices?</p> <p>What are the laws on sexual offences?</p>

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<p>What communication skills would help me in my relationships? When is the right time to become a parent? What responsibilities do parents have and what skills do they need? How can young people cope with family break-up, divorce and bereavement and who can provide support? What are the challenges of being a single parent? What help is available to single parents? What is the best way to challenge bullying and prejudice?</p>	<p>and stigmatise people with STIs such as HIV?</p>
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Age 16 and Beyond

At this age young people are at the legal age of consent and many, but not all, will be in intimate relationships and will be interested to know about the challenges of long-term commitments and the qualities needed for successful loving relationships. They will be interested in what issues can be difficult to talk about in intimate relationships, for example sexual pleasure and contraception and how this can be addressed.

<u>Relationships</u>	<u>Feelings and attitudes</u>	<u>Influences on behaviour</u>	<u>Keeping safe and looking after my sexual health</u>	<u>People who can help me</u>
<p>What are the challenges of long-term commitments and the qualities needed for successful loving relationships? What issues can be difficult to talk about in intimate relationships for example sexual pleasure and contraception and how can this be addressed? What is the psychological and emotional</p>	<p>What are realistic and unrealistic standards for bodily appearance? How can bodily appearance be changed and what is the impact of plastic surgery? How are bodily appearance, self-esteem and behaviour linked? How can I recognise depression and mental health problems linked to poor self-esteem? Is there such a thing as self-esteem that is too high? What are gender norms and attitudes to gender equality in different cultures? What are my personal values about gender roles and gender equality?</p>	<p>What is the impact of culture and law in determining what is considered acceptable and unacceptable sexual behaviour in society and how has this changed over time? Do peer norms impact on the use of condoms and contraceptives? What is the impact of the media on self-esteem and expectations about our</p>	<p>What is the difference between efficacy and effectiveness of contraceptive methods? What are the pregnancy, STI and HIV risks of anal and oral sex and of non-penetrative sexual activity? How does sexual functioning and reproductive capacity vary across our lives? What are some of the causes and impacts of infertility and what fertility treatment</p>	<p>Do I know how to access sexual health services in my local area including services for contraception, abortion and counselling? How can I stand up for the right to affordable and confidential health services? How can I confidently give information to peers about sexual health and services available to them?</p>

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<p>impact of relationships breaking up, loss, grief and death?</p> <p>What help and support is available?</p> <p>How can I be assertive in communicating with others?</p> <p>How can I be a better listener?</p> <p>What is the experience like of 'coming out' about being gay, lesbian or bisexual to family and friends?</p> <p>What is the experience like of disclosing positive HIV status to a sexual partner, family and friends?</p> <p>What are some of the challenges of parenting?</p> <p>How can parents and wider families support children in their social and emotional development?</p> <p>How do I think children should be educated about sex and relationships?</p> <p>How can power in a</p>	<p>What does transgender mean and how can I challenge transphobia?</p>	<p>bodies, sex and relationships?</p> <p>How can negative messages from our peers, the media and society be challenged?</p> <p>Does pornography present particular values in relation to power, gender and sexual behaviour?</p> <p>What forms of pornography are illegal?</p> <p>What protection does the law offer in protecting against discrimination on the grounds of gender and sexual orientation?</p>	<p>options are available?</p> <p>Is it problematic to use alcohol and drugs to increase sexual confidence and reduce sexual inhibitions?</p> <p>What are some of the key signs of sexual exploitation?</p>	
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relationship be affected by gender?				
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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			