

## Relationships and Sex Education Policy Beeches School

<b>Policy Reference:</b>	<i>A133-BBS</i>
<b>Version Number:</b>	<i>6</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>April 2026</i>
<b>Next review due by:</b>	<i>April 2027</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>	

# Aurora

## 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 Beeches School

## 4. Roles and responsibilities

### 4.1 The Site Lead/Head of School 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4.2.5 Respond appropriately to young people whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE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:
Lydia Roberts	Lead Pastoral Tutor	Student welfare, PSHCE and RSE curriculum
All Teachers	Teachers	Delivery of RSE

## 4.3 The governing board will:

4.3.1 The governing board will hold the Principal / Head of School 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 involves learning about relationships, healthy lifestyles, diversity, personal identity and sex education, it involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of any sexual activity. RSE fits in with our whole school ethos and promotes respect for self and others.

At Beeches School we ensure that our pupils have access to high quality health education which promotes information about appropriate sexual relationships and facilitates a healthy lifestyle and enables them to make informed, consensual and healthy choices for their adult lives.

RSE is not about the promotion of sexual activity.

We believe that with a growth mind-set all our pupils will be able to make positive life choices and decisions which will be beneficial to their overall wellbeing now and in the future.

## 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 - This policy is reviewed annually by the Principal, Head of School with the Pastoral Lead.
- Staff consultation - Staff are consulted regularly with regards to the needs arising from the pupils.
- Parent consultation - Parents are given the opportunity each year (mid-September) to consult on the document.
- Pupil consultation - Pupils are consulted as to what they would like to be included in the programme.
- Ratification – Once pupil's, parents and staff have engaged in review and input the policy is made ready for publishing (end of September).

## 7. Curriculum

7.1 It is important that the idea of personal choice form the basis of work around sex and relationships that all knowledge is given in this context, especially given the difficulties of the digital world in which our pupils are developing and the risk of learning from unreliable resources. We encourage pupils to make their own choices and express their own opinions in a friendly and secure atmosphere will be more able to discuss and share ideas about sex and relationships educators in a positive and sensible way.

7.2 Part of our pupils' self-worth is developed by their knowledge of gender roles and sexuality. Pupils therefore need to be given accurate information and supported to develop

# Aurora

skills to enable them to understand respect for self and others and for the purpose also of preventing and removing prejudice. It is also important that they learn as part of sex and relationships education, the reasons for delaying sexual activity, media, societal and peer pressure, misogyny and healthy relationships, their rights to say no to any experiences they do not wish to participate in.

**7.3** At Beeches School our Sex Education and Relationship education is embedded in to the curriculum as part of the PSHCE programme and the biology reiterated through the Science Curriculum. In addition where need arises 1:1 programmes that tailored specific individual pupil needs . The curriculum is designed to fully explore all the implications of entering into an active sexual relationship being aware of cultural differences, compatible values and beliefs, readiness, consent, how to keep each other safe and healthy, grooming, sexting, up skirting, peer on peer abuse, possible emotional responses prompted by intimacy, to how they would manage the impact of a relationship breakdown, and recognising abusive relationships.

**7.4** The needs and concerns of LGBTQ+ is also recognised and approached sympathetically. The PSHCE programme uses a range of resources and materials from The Family Planning Association aimed at professionals working with people with a learning difficulty, and which cover the range of topics described above. In addition, we have three Equality and Diversity Days per academic year to foster the underlining ethos of creating positive discussion around these identities and creating a welcoming and supportive environment for all LGBTQ+ young people to come out into. We also invite in external groups for workshops.

## 8. Delivery of RSE

The following principles reflect the foundations of our sex and relationship policy:

1. Sex and relationships education is an integral part of each person's learning process which begins in childhood and continues into adult life.
2. Sex and relationships education is delivered in a positive way that provides physical, mental, moral and social development.
3. All pupils at Beeches School, regardless of gender, race or disability have access to appropriate sex and relationships education which reflect adult life.
4. The sex and relationships education is delivered in a way which addresses the need for differentiation and is relevant to each person's individual needs.
5. The teaching of sex and relationships education is delivered in a way which encourages responsibility and tolerance, and which teaches to respect difference.
6. For our pupils it is especially important that the teaching of Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
  - Families and people who care for me
  - Caring friendships
  - Respectful relationships
  - Online relationships
  - Being safe

It includes clear descriptions of differences in relationships, the differences between platonic and sexual and what these are. In addition, the boundaries between these different forms of relationships, what these are and mixed messages.

# Aurora

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, LGBTQ+ 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 Beeches 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 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 three 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.

## 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.

- Staff are responsible for:
  - Delivering RSE in a sensitive way
  - Modelling positive attitudes to RSE
  - Fostering an environment that is safe to express thoughts, clearly stating respect for all and the differences in knowledge
  - Monitoring progress
  - Responding to the needs of individual pupils
  - Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
  - Reporting and following up on any safeguarding concerns by following the school procedures

The Head of School 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 Principal – Lloyd Richards

## Appendix 1: Subject overview

### Relationships and sex education overview - By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

# Aurora

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"><li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li><li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li><li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li><li>• What to do and where to get support to report material or manage issues online</li><li>• The impact of viewing harmful content</li><li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li><li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li><li>• How information and data is generated, collected, shared and used online</li></ul>
Being safe	<ul style="list-style-type: none"><li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li><li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li></ul>

# Aurora

## 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			