

Relationships and Sex Education Policy Aurora Ivy Lane School

Policy Reference:	A133-IVY
Version Number:	5.1
Applies to:	Schools
Associated documents:	Curriculum policy PSHE policy Child protection policy
Approved by:	Quality and Service Lead
Implementation date:	May 2026
Next review due by:	May 2027
<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:

- ñ **The Department for Education's Statutory guidance on relationships education, relationships and sex education (RSE) and health education. [RSE \(2025\)](#)**
- ñ **Section 34 of the [Children and Social work act 2017](#).**

3. Scope

This policy applies to all staff, children and young people at Aurora Ivy Lane 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4.2.4 Respond to the needs of individual pu4.2.5 Respond appropriately to young people whose parents wish them to be withdrawn from the non-statutory components of RSE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.

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Name:	Role:	Responsible for:
Sarah Bowes-Charles	Assistant Headteacher (Curriculum)	RSE lead, curriculum oversight and quality assurance of RSE input
Michael Walsh	Headteacher	Curriculum oversight and quality assurance of RSE curriculum

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 students, 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.

RSE is to help students understand developments in their physical and emotional state as they reach adulthood.

RSE is to help students lead fulfilling and safe adult and teenage lives and to maximise their understanding of how their SEND needs may influence their development.

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:

- o Review
- o Staff consultation
- o Parent consultation including sharing on admission
- o Pupil consultation
- o Ratification

7. Curriculum

- an identifiable part of our personal, social, health and economic (PSHE) education curriculum
- Has planned, timetabled lessons across all the Key Stages.
- Is taught by staff who will receive training in RSE and PSHE (with expert visitors invited in to enhance and supplement the program where appropriate)
- Works in partnership with parents and carers, informing them about what their children will be learning and to support how they can contribute at home
- Delivers lessons where students feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills;
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of each students development, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies, sexual health, and reproduction in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- Includes learning about how to get help and treatment from sources such as the Health Centre and other health, advice and counselling services, including reliable information online;
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality, and challenges all forms of discrimination in all lessons and every-day school life
- Meets the needs of all pupils and their diverse experiences and special educational needs and disabilities, in a manner related to their developmental age, cognitive ability and experience.
- Seeks students' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

8. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Half termly units take place annually to ensure frequent coverage. Assessment supports future learning progressing and developing on past learning without repetition. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students can also access bespoke learning interventions in relation to RSE in response to individual learner need. This may be led by suitably qualified and skilled members of the education or clinical teams.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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 Ivy Lane 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/ carers 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.

Parents/ carers requiring further details on RSE input their child receives should in the first instance contact the relevant named individual in section 4.

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 continuing professional development calendar.

Senior leaders will 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 RSE lead.

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Appendix 1: Curriculum map or add your subject overview

Relationships and sex education curriculum map

Relationships and Sex Education Curriculum Map

School Year	Ignite Pathway	Aspire Pathway
2025-26	<ul style="list-style-type: none">• Families and people who care about me• Caring friendships	<ul style="list-style-type: none">• Families
2026-27	<ul style="list-style-type: none">• Respectful relationships	<ul style="list-style-type: none">• Respectful relationships, including friendships
2027-28	<ul style="list-style-type: none">• Online relationships	<ul style="list-style-type: none">• Online and media
2028-29	<ul style="list-style-type: none">• Being safe	<ul style="list-style-type: none">• Being safe

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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			