

## Relationships and Sex Education Policy

### Aurora Eccles School

<b>Policy Reference:</b>	<i>A133-ECS</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>	

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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. This guidance was published on 15<sup>th</sup> July 2025 and is not enforceable until 1<sup>st</sup> September 2026 but can be adopted earlier by schools. [Relationships Education, Relationships and Sex Education and Health Education guidance](#)
- › Section 34 of the [Children and Social work act 2017](#).

## 3. Scope

This policy applies to all staff, children and young people at Aurora Eccles 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 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4.2.5 Respond appropriately to young people whose parents wish them to be withdrawn from the non-statutory components of RSE.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.

Name:	Role:	Responsible for:
Jenny Pearce	Teacher	Year 11 Form Tutor/Head of Humanities, ASDAN and PSHRE

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Vickie Minster	Teacher	Form Tutor
Milly Bourner	Teacher	Purple Class
Tiffany Peters	Teacher	Purple Class
Tracey Walker	Teacher	Purple Class
Abigail Gilby	Teacher	Purple Class
Jenny Fishlock	Teacher	Purple Class
Bonny Watson-Augood	Teacher	Orange Class
David Oakley	Teacher	Orange Class
Simon Clive	Teacher	Orange Class
Tamsin Highfield	Teacher	Year 11 Form Tutor/Head of Life skills, CEIAG and Vocational Education
Paul Daly	Teacher	Orange Class
Bethany Prentice	Teacher	Purple Class
Katie Lawrence	Teacher	Yellow Class
Jane Kirman	Teacher	Yellow Class
Soizick Vossart	Teacher	Yellow Class

## 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.

Clear, relevant and inclusive RSE plays a crucial part in safeguarding young people in the secondary setting, especially those with special educational needs and disabilities who are more vulnerable to abuse and exploitation.

It also complements and underscores other key strands of delivery, including e-safety, anti-bullying and equality and diversity.

## 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: The policy has been reviewed by senior leaders

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- Staff consultation: The policy has been circulated amongst staff using Microsoft Form and feedback has been sought, gathered and actioned prior to ratification.
- Parent consultation: The policy has been circulated amongst parents using Microsoft Form and feedback has been sought, gathered and actioned prior to ratification.
- Pupil consultation: The policy has been presented to the school council, discussed and feedback sought, gathered (through minuted notes) and actioned prior to the ratification of this policy.
- Ratification: The policy was ratified by senior leaders in an SLT meeting as evidenced by SLT notes.

## 7. Curriculum

7.1 RSE and health education is taught in a sensitive way that is of a high-quality and appropriate for each year group.

7.2 Teachers ensure they use the Jigsaw and/or ASDAN PSHRE programme of studies and resources.

7.3 Teachers do not express personal views or beliefs when delivering the curriculum.

7.4 Lessons are planned effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.

7.4 Teachers model positive attitudes to RSE and health education.

7.5 Teachers liaise with the SENDCO about identifying and responding to the individual needs of pupils with SEND.

7.6 Teachers liaise with the Humanities Head of Area about key topics, resources and support for individual pupils.

7.7 Teachers report any concerns regarding the teaching of RSE or health education to the Humanities Head of Area and a member of the SLT.

7.8 Teachers report any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL or Deputy DSL.

7.9 Teachers respond appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

## 8. Delivery of RSE

Aurora Eccles school delivers RSE as part of PSHRE using the Jigsaw and/or ASDAN PSHRE scheme of work.

Parts of RSE are covered by a variety of areas of the Aurora Eccles curriculum these include; Science, British Values (part of PSHRE) and RE. For example, physical health, drugs and alcohol are covered in the science curriculum (Biology) whilst respect, tolerance and understanding of difference is covered in British Values and PSHRE as well as touching on some of the main tenets of RE.

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

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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 Eccles 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 sex education within 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 ongoing professional development and it is included in our 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.

All staff members that teach RSE across the school are supported by the Humanities Head of Area. Support is offered through team teaching opportunities, in-house staff training and external update training where necessary (linked to the Jigsaw/ASDAN framework). Staff are kept informed of developments in key aspects of school life that impact RSE, including links with safeguarding, inclusion, equality, child protection and antibullying, through training provided at staff meetings and INSET days.

## 11. Monitoring arrangements

This policy will be reviewed annually by Helen Waring.

### Appendix 1: Subject Overview

#### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn	<b><u>Piece 1</u></b> <b><i>Being Me in My World</i></b> Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity	Jigsaw

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Year 7	Summer	<p><b><u>Piece 5</u></b>  <b><i>Relationships</i></b>            Characteristics of healthier relationships, consent, relationships and change, emotions and conflict within friendships, child-on-child abuse, rights and responsibilities, being discerning, assertiveness, sexting, social media vs real life, fake news, Authenticity</p> <p><b><u>Piece 6</u></b>  <b><i>Changing Me</i></b>            Puberty changes, reproduction facts, menstrual cycle, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support</p>	Jigsaw
Year 8	Summer	<p><b><u>Piece 5</u></b>  <b><i>Relationships</i></b>            Positive relationship with self, social media, managing a range of relationships, child-on-child abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of Support</p> <p><b><u>Piece 6</u></b>  <b><i>Changing Me</i></b>            Types of close intimate relationships, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, What makes a healthier relationship?, Attraction, love or lust?, pornography and the law, dealing with</p>	Jigsaw

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		<p>unwanted messages. Alcohol and the law</p>	
Year 9	Autumn	<p><b><u>Piece 1</u></b> <b><i>Being Me in My World</i></b> Perceptions about intimate relationships, consent, sexual exploitation, peer approval, child-on child abuse, grooming, radicalisation, county lines, risky experimentation, positive and negative self-identity, groups, influences, social media, abuse and coercion, coercive control in groups, fitting in</p> <p><b><u>Piece 2</u></b> <b><i>Celebrating Difference</i></b> Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, child-on-child abuse, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping</p>	Jigsaw
Year 9	Summer	<p><b><u>Piece 5</u></b> <b><i>Relationships</i></b> Healthy relationships, power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services</p>	Jigsaw

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Year 10	Autumn	<p><b><u>Piece 1</u></b>  <b><i>Being Me in My World</i></b>            Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, child-on-child abuse, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk, the law and social media risk and emergency contacts, positive and negative relationships, GDPR, managing screentime, sharing/enhancing of images, managing different types of Relationships</p> <p><b><u>Piece 2</u></b>  <b><i>Celebrating Difference</i></b>            Equality in the workplace, in society, in relationships, Equality Act, disability and hidden disability, workplace expectations, rights and responsibilities, power and control in relationships, coercive control, benefits of multi-cultural societies, equality and inequality, my health</p>	Jigsaw
Year 10	Spring	<p><b><u>Piece 4</u></b>  <b><i>Healthy Me</i></b>            Improving health, mental health, sexual health, blood-borne infections, self-examination.            Diet and long-term health, misuse of prescription drugs, substances and the body.            Common mental health disorders, positive impact of volunteering.            Common threats to health including chronic disease.            Epidemics, misuse of antibiotics, organ donation, stem cells</p>	
Year 10	Summer	<p><b><u>Piece 5</u></b></p>	

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		<p><b>Relationships</b> Sustaining long-term relationships, intimacy, healthy relationship with self, attraction, love, lust. Relationship choices, ending relationships safely, consequences of relationships ending, pornography vs real life, relationships and the media, discernment, healthier and less healthy relationships, coercion, abuse and the law, acceptable and unacceptable behaviours</p> <p><b><u>Piece 6</u></b> <b>Changing Me</b> Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully. Decision-making, stereotypes in romantic relationships, sexual identity and risk, physical and emotional changes, family change, sources of support, personal safety, cycling, water safety, alcohol, transport</p>	
Year 11	Autumn	<p><b><u>Piece 1</u></b> <b>Being Me in My World</b> Becoming an adult, age limits and the law, relationships and the law, consent, coercive control, child-on-child abuse, domestic abuse, honourbased, violence, arranged and forced marriages, the Equality Act, county lines, possession of drugs. The law on internet use and pornography, social media concerns, sexting keeping safe, emergency situations, key advice, first aid, scenarios and consequences</p>	Jigsaw
Year 11	Spring	<p><b><u>Piece 3</u></b> <b>Dreams &amp; Goals</b> Anxiety, solution focused thinking, sleep, relaxation, aspirations on; career,</p>	Jigsaw

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		<p>finances, budgeting, borrowing.  Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skills set, employment, education and training options. Long term relationship dreams and goals, parenting skills and challenges.  Resilience, what to do when things go wrong.</p> <p><b><u>Piece 4</u></b>  <b><i>Healthy Me</i></b>  Managing anxiety and stress, self-worth, identity, sleep, nutrition, exercise and mental health.  Relationships and consent, being ready for sex, coercion, sexual harassment and violence.  Puberty, hormones, fertility, testicular checks, menstrual cycle, IVF.  Contraceptives and sexual health.  Pregnancy choices including adoption, abortion, bringing up a baby.  Health choices, mental, physical, sexual health</p>	
Year 11	Summer	<p><b><u>Piece 5</u></b>  <b><i>Relationships</i></b>  Stages of intimate relationships, positive and negative connotations of sex. Gender identity and sexuality, LGBT+ rights and protection under the Equality Act, coming out challenges, LGBT+ media stereotypes.  Balance of power in relationships, FGM, breast ironing, challenging harmful social and cultural norms.  Staying true to yourself in a relationship</p>	Jigsaw

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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			