

Relationships and Sex Education Policy

Aurora Rowan School

Policy Reference:	A133-RWN
Version Number:	6
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:

- > **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 Rowan 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-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4.2.5 Respond appropriately to young people whose parents wish them to be withdrawn from the non-science components of RSE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:
Rebekah Lambden	Teacher	Mixed year group class
Lyndsey Tegg	Teacher	Mixed year group class
Eva Georgiadou	Teacher	Mixed year group class
Gabriela Postolache	Teacher	Mixed year group class
Cheryll Gillis	Teacher	Mixed year group class

Aurora

Jade Withers	Thrive Practitioner	Whole School Thrive
Kerrie Turner	Pastoral and Care Lead	Pastoral provision across the school

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 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 including information on admission and consent forms
- Pupil consultation
- Ratification

7. Curriculum

Specific areas of the RSE curriculum are taught as when appropriate for the pupils at Rowan. Pupils will reach milestones around friendships, relationships, knowing their own body, puberty etc at different ages and with different developmental needs. It is therefore important that we teach knowledge and skills at appropriate times for each individual pupil. The PSHE curriculum covers generic topics for all pupils with topics such as keeping myself safe, appropriate behaviours in public such as dressing appropriately may need to be focussed on individually.

The RSE topics covered at Rowan are: (These topics are taught only if and when the pupil is ready

- Knowing my body
- Knowing me
- Private and public
- Touching and allowing others to touch me
- Forming relationships
- Sexual intimacy with another person

The curriculum is supported by the PSHE Association Framework for pupils with SEND Key stages 1-4 and the Equals 'My Relationships and Sex Education' for children, young people,

and adults with Severe Learning Difficulties (SLD) - further details of the curriculum can be requested from the school reception.

Information of the topics covered can be found in Appendix 1

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, where appropriate to developmental need and other aspects are included in religious education (RE).

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

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 Rowan 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 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 Kerrie Turner, Pastoral and Care Lead 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 Bi-annually or when necessary by The headteacher and/or Pastoral and Care Lead

Appendix 1:

Relationships and sex education curriculum map

RSE at Aurora Rowan is supported by the PSHE Association Planning framework for pupils with SEND Key Stages 1-4

The PSHE Association is the national body for personal, social, health and economic (PSHE) education — the school curriculum subject that supports pupils to be healthy, safe and prepared for modern life. PSHE education incorporates health education, relationships education/RSE and economic wellbeing and careers.

The Planning Framework is organised into six sections:

1. **Self-Awareness** (Me, who I am, my likes, dislikes, strengths and interests)
2. **Self-care, Support and Safety** (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. **Managing Feelings** (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. **Changing and Growing** (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. **Healthy Lifestyles** (Being and keeping healthy, physically and mentally)
6. **The World I Live In** (Living confidently in the wider world)

Each of the six sections is subdivided into topic areas, as set out below. Please note that there is overlap between the topic areas and sections, for example, mental health and online safety are explicitly covered in some topic areas but are also integrated throughout all six sections where appropriate.

	Primary	Secondary
Self-Awareness	<ul style="list-style-type: none"> • Things we are good at • Kind and unkind behaviours • Playing and working together • People who are special to us • Getting on with others 	<ul style="list-style-type: none"> • Personal strengths • Skills for learning • Prejudice and discrimination • Managing pressure
Self-Care, Support and Safety	<ul style="list-style-type: none"> • Taking care of ourselves • Keeping safe • Trust • Keeping safe online • Public and Private - Touching 	<ul style="list-style-type: none"> • Feeling unwell • Feeling frightened/worried • Accidents and risk • Keeping safe online • Emergency situations • Public and private • Gambling
Managing Feelings	<ul style="list-style-type: none"> • Identifying and expressing feelings • Managing strong feelings 	<ul style="list-style-type: none"> • Self-esteem and unkind comments • Strong feelings • Romantic feelings and sexual attraction • Expectations of relationships/abuse

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Changing and Growing	<ul style="list-style-type: none"> • Baby to adult • Changes at puberty • Dealing with touch • Different types of relationships 	<ul style="list-style-type: none"> • Puberty • Friendship • Healthy and unhealthy relationship behaviour • Intimate relationships, consent and contraception • Long-term relationships/parenthood
Healthy Lifestyles	<ul style="list-style-type: none"> • Healthy Eating • Taking care of physical health • Keeping well 	<ul style="list-style-type: none"> • Elements of a healthy lifestyles • Mental wellbeing • Physical activity • Healthy eating • Body image • Medicinal drugs • Drugs, alcohol & tobacco
The World I Live In	<ul style="list-style-type: none"> • Respecting differences between people • Jobs people do • Rules and laws • Taking care of the environment • Belonging to a community 	<ul style="list-style-type: none"> • Diversity/rights and responsibilities • Managing online information • Taking care of the environment • Preparing for adulthood • Managing Finances

Spiral RSE coverage at Aurora Rowan

Topics are covered across the year and across all key stages to ensure repeated exposure and development of understanding

PSHE/ RSE	Year A			Year B			Year C		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Self-Awareness									
Self-Care, Support and Safety									
Managing Feelings									
Changing and Growing									
Healthy Lifestyles									
The World I Live In									

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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			