

## Relationships and Sex Education Policy Vincent House School

<b>Policy Reference:</b>	A133-VHS
<b>Version Number:</b>	7
<b>Applies to:</b>	Schools
<b>Associated documents:</b>	Curriculum policy PSHE policy Child protection policy
<b>Approved by:</b>	Service Lead
<b>Implementation date:</b>	May 2026
<b>Next review due by:</b>	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>	

## 0. Changes Since Last Version

- Full review of group policy in line with previous version

## 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.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Relationships education is at the core of Vincent House School's values, building up young people's trust in others and developing their interaction and communication skills.

## 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 Vincent House 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.

<b>Name:</b>	<b>Role:</b>	<b>Responsible for:</b>
Julie Sadler	Headteacher	Safeguarding Ensuring that the Clinical Team consult on and are involved in the delivery of the RSE curriculum. Be responsible for managing any withdrawal requests from the RSE curriculum.
Abbie Simmonds	Deputy Headteacher	Ensuring the teaching and learning standards are being upheld in relation to RSE as well as support provided where appropriate. Ensure that all resources relating to RSE are up to date. Ensuring the teaching and learning standards are being upheld in relation to RSE as well as support provided where appropriate.

## 4.3 The governors 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. Definition of Relationship and Sex Education

Relationship and Sex Education (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 developed in consultation with staff, pupils and parents on opening.

The consultation and policy development process involved the following steps:

- > Staff consultation
- > Parent consultation
- > Pupil consultation
- > Ratification

Parent consultation is a core part of our process.

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Consultation documents on RSE curriculum and policy will be included as part of our transition pack and given regular opportunities to review.

This process will involve sharing the below with parents:

- A copy of this policy to refer to
- A long-term plan of RSE across the school
- An overview of planning in direct reference to their child's group / class
- A feedback form
- Review by SLT
- Actions
- In addition:
  - Any information regarding the individual's bespoke plans and their relationship to the RSE curriculum (this would be carried out through meetings with the SENCO and Clinical Therapist as relevant)

This will be a yearly process, as well as being shared with parents on entry to the school for any in-year applications.

## 7. Curriculum

7.1 RSE is taught within our PSHE curriculum throughout the year, for all Key Stages, and reinforced through tutor time activities and interventions as relevant to the individuals involved.

7.2 RSE is taught through detailed schemes of work, using a spiral curriculum model to ensure that skills and understanding is built up gradually. Schemes of work are selected and adapted in collaboration with the Clinical Team and SENCO to ensure that they are delivered appropriately to our cohort.

7.3 As schemes of work are developed for individual classes and year groups, aspects of relationship education will be signposted across the wider curriculum, during relevant modules.

## 8. Delivery of RSE

Vincent House School is committed to ensuring that Relationships and Sex Education (RSE) is delivered in a way that promotes equality, respects diversity and fosters inclusion for all pupils. In accordance with the Equality Act 2010, teaching reflects and supports understanding of the protected characteristics, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Through the RSE curriculum, pupils are taught about respectful relationships and the importance of treating others with dignity and respect. Teaching is age-appropriate and sensitive, and includes learning about different types of families and relationships, including those involving same-sex parents and individuals with diverse identities.

The school ensures that no pupil is disadvantaged or discriminated against, and that all pupils are prepared for life in modern Britain by developing an understanding of equality, diversity and inclusion. All teaching is delivered in a way that is accessible and appropriate to the needs of all learners, including those with special educational needs and disabilities. RSE is delivered carefully, in collaboration with the Clinical Team. The Clinical Team will provide advice and guidance on how to tackle relationship and sex education topics with individual students,

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particularly those who may have mental health difficulties relating to body image. At all Key Stages, RSE is delivered through person-centred curriculum planning ensuring that all topics are covered in a sensitive and appropriate manner, to ensure accessibility.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

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 Vincent House 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 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, Clinical Psychologist and Headteacher.

## Appendix 1

### Indicative relationships and sex education curriculum map (this fits in and is taught alongside the PSHE curriculum)

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Spring 1	<b>Relationships</b> <ul style="list-style-type: none"> <li>1. Belonging to a family</li> <li>2. Making friends/being a good friend</li> <li>3. Physical contact preferences</li> <li>4. People who help us</li> <li>5. Qualities as a friend and person</li> <li>6. Self-acknowledgement</li> <li>7. Being a good friend to myself</li> <li>8. Celebrating special relationships</li> </ul>	See RSE and PSHE Planning documents
Year 1	Spring 2	<b>Changing me</b> <ul style="list-style-type: none"> <li>1. Life cycles – animal and human</li> <li>2. Changes in me</li> <li>3. Changes since being a baby</li> <li>4. Differences between female and male bodies (correct terminology)</li> <li>5. Linking growing and learning</li> <li>6. Coping with change Transition</li> </ul>	See RSE and PSHE Planning documents
Year 2	Autumn 1	<b>Relationships</b> <ul style="list-style-type: none"> <li>1. Different types of family</li> <li>2. Physical contact boundaries</li> <li>3. Friendship and conflict</li> <li>4. Secrets</li> <li>5. Trust and appreciation</li> <li>6. Expressing appreciation for special relationships</li> </ul>	See RSE and PSHE Planning documents
Year 2	Spring 2	<b>Changing me</b> <ul style="list-style-type: none"> <li>1. Life cycles in nature</li> <li>2. Growing from young to old</li> <li>3. Increasing independence</li> <li>4. Differences in female and male bodies (correct terminology)</li> <li>5. Assertiveness</li> <li>6. Preparing for transition</li> </ul>	See RSE and PSHE Planning documents

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Summer 1	<b>Relationships</b> <ul style="list-style-type: none"> <li>1. Family roles and responsibilities</li> <li>2. Friendship and negotiation</li> <li>3. Keeping safe online and who to go to for help</li> <li>4. Being a global citizen</li> <li>5. Being aware of how my choices affect others</li> <li>6. Awareness of how other children have different lives</li> <li>7. Expressing appreciation for family and friends</li> </ul>	See RSE and PSHE Planning documents
Year 3	Autumn 1	<b>Changing me</b> <ul style="list-style-type: none"> <li>1. How babies grow</li> <li>2. Understanding a baby's needs</li> <li>3. Outside body changes</li> <li>4. Inside body changes</li> <li>5. Family stereotypes</li> <li>6. Challenging my ideas</li> <li>7. Preparing for transition</li> </ul>	See RSE and PSHE Planning documents
Year 4	Spring 1	<b>Relationships</b> <ul style="list-style-type: none"> <li>1. Jealousy</li> <li>2. Love and loss</li> <li>3. Memories of loved ones</li> <li>4. Getting on and Falling Out</li> <li>5. Girlfriends and boyfriends</li> <li>6. Showing appreciation to people and animals</li> </ul>	See RSE and PSHE Planning documents
Year 4	Autumn 1	<b>Changing me</b> <ul style="list-style-type: none"> <li>1. Being unique</li> <li>2. Having a baby</li> <li>3. Girls and puberty</li> <li>4. Confidence in change</li> <li>5. Accepting change</li> <li>6. Preparing for transition</li> <li>7. Environmental change</li> </ul>	See RSE and PSHE Planning documents

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer 1	<b>Relationships</b> <ul style="list-style-type: none"> <li>1. Self-recognition and self-worth</li> <li>2. Building self-esteem</li> <li>3. Safer online communities</li> <li>4. Rights and responsibilities online</li> <li>5. Online gaming and gambling</li> <li>6. Reducing screen time</li> <li>7. Dangers of online grooming</li> <li>8. SMARRT internet safety rules</li> </ul>	See RSE and PSHE Planning documents
Year 5	Autumn 1	<b>Changing me</b> <ul style="list-style-type: none"> <li>1. Self- and body image</li> <li>2. Influence of online and media on</li> <li>3. body image</li> <li>4. Puberty for girls</li> <li>5. Puberty for boys</li> <li>6. Conception (including IVF)</li> <li>7. Growing responsibility</li> <li>8. Coping with change</li> <li>9. Preparing for transition</li> </ul>	See RSE and PSHE Planning documents
Year 6	Summer 1	<b>Relationships</b> <ul style="list-style-type: none"> <li>1. Mental health</li> <li>2. Identifying mental health worries and sources of support</li> <li>3. Love and loss</li> <li>4. Managing feelings</li> <li>5. Power and control</li> <li>6. Assertiveness</li> <li>7. Technology safety</li> <li>8. Take responsibility with technology</li> </ul>	See RSE and PSHE Planning documents
Year 6	Spring 1	<b>Changing me</b> <ul style="list-style-type: none"> <li>1. Self-image</li> <li>2. Body image</li> <li>3. Puberty and feelings</li> <li>4. Conception to birth</li> <li>5. Reflections about change</li> <li>6. Physical attraction</li> <li>7. Respect and consent</li> <li>8. Boyfriends/girlfriends Sexting</li> </ul> Transition	See RSE and PSHE Planning documents

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
<p><b>Please refer to dynamic planning for where relationships education will take place. This will change dependent on the needs of the specific groups.</b></p> <p><b>All sex education takes place in the summer term.</b></p>			
Year 7		<ul style="list-style-type: none"> <li>• Recap and consolidation of KS2 topics, using Yasmine and Tom FPA resources</li> <li>• Menstruation</li> <li>• Sexual Intercourse</li> <li>• Wet Dreams and Masturbation</li> <li>• Pregnancy and birth including Assisted Fertility and Multiple Births</li> </ul>	FPA Yasmine and Tom
Year 8		<ul style="list-style-type: none"> <li>• Introduction to sexual consent</li> <li>• Contraception awareness</li> <li>• STIs: What they are</li> <li>• Exposure to sexual content online</li> <li>• Body autonomy &amp; readiness</li> <li>• Visiting the doctor – STD checks, health &amp; your rights</li> </ul>	
Year 9		<ul style="list-style-type: none"> <li>• Consent in sexual relationships: coercion, pressure &amp; readiness</li> <li>• Contraception methods overview &amp; accessing reliable sexual health information</li> <li>• STIs in detail (Including HIV awareness)</li> <li>• Pornography – myths, expectations &amp; harm</li> <li>• Sexting and image sharing</li> </ul>	FPA – Core curriculum
Year 10/ 11		<p>To include catch up / review / recap of KS3 content, filling in gaps and dispelling myths as appropriate.</p> <ul style="list-style-type: none"> <li>• Consent in sexual relationships: coercion, pressure &amp; readiness</li> <li>• Contraception methods overview &amp; accessing reliable sexual health information</li> <li>• STIs in detail (Including HIV awareness)</li> <li>• Pornography – myths, expectations &amp; harm</li> <li>• Sexting and image sharing</li> </ul>	FPA

## Appendix 2: Parent form: withdrawal from sex education within RSE

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## 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			