

Relationships and Sex Education Policy

Aurora Peartree School

Policy Reference:	A133-PEA
Version Number:	1
Applies to:	Aurora Peartree Schools
Associated documents:	Curriculum policy PSHE policy Child protection policy
Approved by:	Head Teacher
Implementation date:	September 2026
Next review due by:	September 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>	

1. Aims

This policy aims to:

Provide a curriculum which 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

The RSE curriculum supports Aurora's values by teaching learners to conduct themselves with kindness and concern towards others in developing meaningful, trusting and respectful relationships throughout their life.

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 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 Peartree 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/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 Head Teacher.

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

At Aurora Peartree School 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:

1. Policy Cycle Review

The RSE Policy is reviewed every year by SLT. The review considers curriculum updates, legislative changes, emerging issues in education and safeguarding.

Adjustments will be made to the needs of the pupils, best practices, national guidance from the Department of Education, and the PSHE Association.

2. Staff consultation

All teaching and support staff involved in the delivery of RSE will be consulted to ensure the policy supports effective teaching and learning.

Feedback is gathered as part of ongoing consultation and support from the curriculum lead.

3. Parent consultation

Parent/Carers are consulted annually through information evenings, online surveys and opportunities for direct feedback.

During this consultation, parents are given information on the right to withdraw from non-statutory aspects of RSE.

4. Pupil consultation

Consultation will be conducted through student surveys, school council discussions, and focus groups, ensuring diverse student perspectives are considered. Feedback will inform

curriculum planning, lesson delivery methods, and support strategies for students with additional needs.

5. Ratification

The Operations Director will assess the policy to ensure it is inclusive, compliant with statutory requirements, and reflect the school's values and ethos. The ratified policy will be published on the school website and shared with staff, parents, and students

6. Monitoring and evaluation

The effectiveness of the RSE delivery will be evaluated through the quality assurance processes including lesson observation, book looks, curriculum reviews, and learning walks.

Any significant issues or concerns raised will be addressed promptly, ensuring the policy remains relevant, inclusive, and responsive to the needs of the school community.

7. Curriculum

Aurora Peartree School promotes a whole organisation approach to the delivery of RSE. It is delivered in a non-judgemental, age appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

Approaches such as distancing techniques and use of classroom question boxes (encouraging pupils to use their names) will allow pupils to raise issues or ask questions which they may find embarrassing.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion.

Ground rules will be developed which will help to ensure discussions and personal questions/comments are managed appropriately and sensitively, along with those questions which are more challenging.

All resources will be selected carefully, and taught content provides opportunities to revisit previous content and allows clear progression.

Topics and lessons are carefully sequenced, within a planned scheme of work.

Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

Groupings will be carefully considered by teachers and senior leaders (including the Designated Safeguarding Lead as appropriate) - some classes may be taught in gender specific groups, on a one-to-one basis or within a whole class setting - dependent on the nature of the topic being delivered at the time, the cultural, religious or personal background of pupils, their age and SEND.

Care will be taken to ensure that there is no stigmatisation of any pupil based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them, e.g. children in care or young carers.

There is an awareness that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and appropriate actions will be taken to mitigate this.

There is a balance between teaching pupils about making sensible decisions to stay safe (including online), whilst being clear it is never the fault of any child who is abused and why victim blaming is always wrong.

There is a focus on challenging perceived derogatory views that may lead to prejudice and discrimination, about the legally protected characteristics of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex and sexual orientation, through exploration of, and developing mutual respect for, those different to themselves.

It must be recognised that young people may be discovering or understanding their sexual orientation or gender identity and all pupils should feel that the curriculum content is relevant to them

Steps will be taken to foster healthy and respectful peer-to-peer communication and provide an environment which challenges perceived limits and builds a positive school culture.

RSE and Health Education is also taught in PSHE, Science and Sport lessons. Lesson may be taught as part of a discrete unit or be embedded within other subjects such as ICT, English and Religious Education. (Including 'drop down days')

Pupils have regular access, throughout the academic year, to workshops and RSE and Health Education lessons are taught by external organisations promoting positive sexual health and relationships.

Where necessary pupils will also be signposted to appropriate support and services when required this may include internal and external counselling services, local sexual health services and school nurse.

For a detailed overview of the PHSE/RSE curriculum, please see Appendix 1

8. Delivery of RSE

Relationship and Sex Education will be delivered explicitly through PSHE lessons. We may use external professionals to support this teaching, where necessary. Elements of human reproduction will be taught through compulsory science at varying stages of the curriculum in an age-appropriate manner.

The purpose of RSE is to provide knowledge about the processes of growth and development, human reproduction, sexual health, associated risks the importance of relationships, respect and mutual consent, maturity and readiness. At the same time, it should lead to the acquisition of skill and attitudes which prepare children to manage their relationships in a responsible and healthy manner. It provides an important forum for pupils to discuss their own issues and ideas, clarifying issues, gaining correct information, and reaching balanced views.

These areas of learning are taught within the context of loving relationships taking care to ensure that there is no stigmatisation of children irrespective of difference.

9. Safeguarding and Child Protection

At Aurora Peartree 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 parts or all of sex education over and above what is taught in science 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 SENCo who will then arrange a meeting to discuss your request with you.

11. Staff Training

Staff have access to a range of CPD opportunities throughout the academic year, including the delivery of sensitive topics in PSHE. External visitors may also be invited to provide training to staff delivering the RSE curriculum.

12. Monitoring Arrangements

This policy will be reviewed annually by the Head Teacher.

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Appendix 1

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LTP	Rights and responsibilities	Relationships, Families and Diversity	Mental and Physical Health	Staying Safe	Life Beyond School	Growing and changing
Scheme of work	Class rules Taking turns Sharing fairly People who help us Being kind	My family People who care for me What makes me special Similarities and differences Being a good friend	Naming feelings Healthy foods Exercise Sleep Hygiene	Safe and unsafe choices Trusted adults My body belongs to me Online safety basics Emergencies	My strengths Jobs people do Helping at home Independence skills Personal goals	How babies grow Caring for babies Changes since being a baby Family care End-of-year reflection

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LTP	Rights and Responsibilities	Diversity and Inclusion	Health and Wellbeing	Safety	Life Beyond school	Relationships and parenthood
Scheme of work	Rules and fairness School community Democracy through pupil voice Respecting others Responsibilities	Different families Communities Respecting beliefs Bullying Inclusion	Understanding emotions Healthy habits Managing worries Asking for help Positive wellbeing	Personal boundaries Online safety Private information Safe choices Emergency help	Aspirations Skills for learning Teamwork Responsibilities Independence	Caring relationships Babies and their needs Family responsibilities Growing up Reflection

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LTP	Rights, Responsibilities and British Values	Diversity and Equality	Health and Wellbeing	Staying Safe	Life Beyond School	Relationships and growing up

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Scheme of work	Children's rights Community responsibilities Democracy Laws and rules Respect	Diversity in communities Culture Faith Fairness Equality	Physical health Emotional wellbeing Healthy lifestyles Managing feelings Resilience	Online risks Privacy Trusted adults Basic first aid Emergency services	Careers Skills for work Money Saving Community contribution	Healthy friendships Families Consent and privacy Pregnancy introduction Caring for others
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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LTP	Rights and Responsibilities	Diversity and Inclusion	Health and Wellbeing	Staying Safe	Life Beyond School	Relationships and parenthood
Scheme of work	Rights and laws School democracy Community participation Media messages Responsibilities	Stereotypes Protected characteristics introduction Equality Discrimination Inclusion	Mental health Healthy choices Emotional regulation Puberty preparation Support networks	Digital citizenship Online communication Emergencies First aid Risk awareness	Enterprise Financial choices Career aspirations Independence Organisation	Respectful relationships Family commitments Pregnancy Parenting responsibilities Child development

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LTP	Rights and responsibilities	Diversity and Equality	Health and Wellbeing	Staying Safe	Life Beyond School	Relationships and parenthood
Scheme of work	Human rights British Values	Identity Prejudice	Puberty Body image	Online risks Consent online	Careers and skills	Commitment

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	Democracy Media literacy Responsibility	Challenging discrimination Respecting differences Equal opportunities	Mental wellbeing Coping strategies Healthy lifestyles	Peer pressure First aid Emergency response	Financial planning Aspirations Decision-making Employability	Marriage and civil partnerships Pregnancy Raising children Family roles
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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LTP	Rights and Responsibilities	Equality and Diversity	Health and Wellbeing	Staying Safe	Life Beyond School	Relationships and parenthood
Scheme of work	Democracy and government Rights and responsibilities Citizenship Critical thinking Community action	Protected characteristics Equality law introduction Prejudice Bias Inclusion	Puberty and change Emotional health Self-esteem Managing transition Healthy choices	Online influences Risk management Exploitation awareness Emergency responses First aid	Secondary transition Career pathways Budgeting Independence Goal setting	Healthy relationships Consent Pregnancy and birth Parenting Preparing for KS3

Secondary

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LTP	Rights and British Values	Diversity and Inclusion	Mental Health	Staying Safe	Life Beyond School	Relationships
Scheme of work	Democracy Parliament Human rights Equality	Identity Protected characteristics Stereotypes Prejudice	Self-esteem Emotional wellbeing Managing stress	Online safety Grooming Exploitation Peer influence	Aspirations Employability Managing money Independence	Healthy relationships Consent Boundaries Pregnancy awareness

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	Citizenship	Respect	Social media influences Support services	Help-seeking	Community participation	Parenting responsibilities
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Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LTP	Rights and Society	Equality and Diversity	Wellbeing	Safety and Risk	Life Beyond School	Relationships and Parenthood
Scheme of work	Law Justice Human rights Media literacy Democracy	Equality Act Discrimination Inclusion Social justice Advocacy	Mental health Body image Resilience Healthy lifestyles Support networks	County lines Substance misuse Online safety Gambling Emergencies	Career pathways Financial planning Enterprise Teamwork Independence	Healthy committed relationships Respect Communication Pregnancy Child development

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LTP	Citizenship and Rights	Diversity and Inclusion	Health and Wellbeing	Managing risk	Future Pathways	Relationships and Parenthood
Scheme of work	Human rights Equality Democracy Extremism awareness Active citizenship	Prejudice Discrimination Social inequality Protected characteristics Inclusion	Mental health Self-care Healthy choices Preventative healthcare Resilience	Exploitation Substance misuse Online harms Risk assessment Community safety	Careers Qualifications Finance Independence Employability	Consent Pregnancy Parenthood Family life Future choices

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LTP	Rights and Responsibilities	Equality and Diversity	Relationships and Sexual Health	Health and Safety	Careers and Employability	Pregnancy and Parenthood
Scheme of work	Rights and law Justice system Democracy Citizenship Media literacy	Equality legislation Human rights Social inequality Inclusion Advocacy	Healthy relationships Consent Contraception Sexual health Support services	Mental wellbeing Physical health Addiction Exploitation Risk reduction	Career planning Qualifications Employment skills Workplace expectations Budgeting	Parenting responsibilities Child development Costs of parenting Family support Future planning

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Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LTP	Citizenship	Equality	Relationships and Sexual Health	Health and Wellbeing	Preparation for Adulthood	Transition review
Scheme of work	Rights and responsibilities Political issues Democracy Social justice Evidence-based thinking	Inclusion Discrimination Community cohesion Equality law Advocacy	Long-term relationships Consent Sexual health Decision making Respect	Stress management Exam wellbeing Mental health Accessing services Healthy lifestyles	Post-16 pathways Employment Finance Independent living Goal setting	Reflection Personal development Relationships Health Future aspirations

Year 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LTP	Rights and Responsibilities in Adult Life	Equality and Inclusion	Health Adult Relationships	Staying Safe Online and Offline	Pregnancy and Parenthood	Independent Living
Scheme of work	Adult rights Public services Citizenship British Values Social participation	Equality legislation Diversity Social justice Inclusion Leadership	Communication Consent Boundaries Conflict resolution Healthy partnerships Dating apps	Digital safety Workplace safety Financial safety Personal security Risk awareness	Pregnancy choices Child development Parenting responsibilities Family wellbeing Support networks	Housing Employment Managing money Healthcare Community participation

Year 13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LTP	Rights, Citizenship and Society	Equality, Diversity and Social Justice	Adult Relationships	Managing Risk and Safety	Parenthood and Family Life	Transition Beyond School
Scheme of work	Contemporary issues Democracy Advocacy Social responsibility Community leadership	Equality in society Discrimination Human rights Inclusion Leadership and advocacy	Long-term relationships Consent in adulthood Relationship challenges Family life Future planning	Independent risk management Online and financial safety Workplace safety Community safety Decision making	Responsibilities of parenthood Financial implications Family wellbeing Support services Future aspirations	Responsibilities of parenthood Financial implications Family wellbeing Support services Future aspirations

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

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Which part of the sex education would you like to withdraw your child from? Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			