Relationships and Sex Education Policy

Aurora Brooklands

Policy Reference:	A133-BRS
Version Number:	6
Applies to:	Schools
Associated documents:	Curriculum policy PSHE policy Child protection policy
Approved by:	Quality
Implementation date:	September 2026
Next review due by:	September 2027
This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups	

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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 importanceof 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 develop feelings of self-respect, confidence and empathy and create a positive culture aroundissues of sexuality and relationships. RSE at Aurora Brooklands does not include the promotion of sexual activity, nor the teaching of explicit sexual acts or graphic content. All teaching is age-appropriate, factual, and delivered within a clear safeguarding framework.

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
- This policy also reflects the updated statutory guidance for Relationships, Sex and Health Education issued in July 2025 for implementation from **September 2026**. The school will have regard to this guidance and any subsequent clarifications issued by the Department for Education
- Section 34 of the Children and Social work act 2017.

3. Scope

This policy applies to all staff, children, and pupils at Aurora Brooklands.

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4.2.5 Respond appropriately to young people whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.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 Site Lead.

Name:	Role:	Responsible for:

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Katie Lyon	Head Teacher	Ensuring that the organisation and delivery of RSE lessons are carried out by staff who have an appropriatelevel of expertise and knowledge and that all pupils make progress in achieving the expected outcomes. Also, for managing any requests to withdraw from non-statutory sex education lessons and organising alternative appropriate education. Ensure the curriculum is suitable for individual pupils and complements content covered in National Curriculum subjects
Jennifer Burton	Deputy Head Teacher and DSL	
Teaching Staff	Deliver RSE Lessons	
Vacancy	AHT – Curriculum Lead	

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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
- Pupil consultation
- Ratification

7. Curriculum

7.1 RSE is delivered in a non-judgmental, 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.

7.2 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 and shared with pupils as part of best practice. Ground rules help to ensure discussions and personal questions/comments are managed appropriately and sensitively, along with those questionswhich are more challenging.

7.3 Core knowledge is sectioned into units of a manageable size.

7.4 Taught content provides opportunities to revisit previous content and allows clear progression. Topics and lessons are carefully sequenced, within a planned scheme of work.

7.5 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.

7.6 The curriculum proactively addresses issues in a timely way in line with current evidence

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on pupils' development as well as their age.

7.7 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.

7.8 All resources will be selected carefully – inappropriate/illegal images and videos will not be used in any circumstances, and all related school policies will be followed.

7.9 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 differentstructure of support around them, e.g. children in care or young carers.

7.10 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 mitigatethis.

7.11 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.

7.12 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 content is relevant to them and explored at a timely point and in a clear, sensitive and respectful manner.

7.13 Content related to LGBT+ is fully integrated into a range of topics, rather than delivered as a stand-alone unit or lesson.

7.14 Teaching about sex, gender and gender reassignment is factual, age-appropriate and legally accurate. The school recognises protected characteristics under the Equality Act and teaches respect for all, while avoiding endorsement of contested views or presenting opinion as fact, in line with statutory guidance

7.15 There is a focus on challenging perceived derogatory views 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.

7.16 Teaching emphasises that ethical and respectful behaviour in relationships goes beyond consent and includes kindness, care, respect for vulnerability, and awareness of power imbalances and pressure in relationships, both online and offline.

7.17 Steps will be taken to foster healthy and respectful peer-to-peer communication and provide an environment which challenges perceived limits on pupils based on their gender orany other protected characteristic.

7.18 There is awareness of issues such as sexism, misogyny, homophobia, gender

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stereotypes, sexual violence and harassment, with positive action taken to build a school culture within which these are not tolerated.

7.19 Awareness of the issues of sexting and youth produced sexual imagery is not taught in isolation and instead are taught as part of a developmental PSHE programme.

7.20 RSE includes age-appropriate teaching on online harms, including exposure to pornography, misogyny, coercive online communities, sextortion, deepfakes and AI-generated sexual images. Teaching focuses on safeguarding, critical evaluation of online content and clear signposting to trusted sources of support.

7.21 RSE is delivered as part of a whole-school approach to wellbeing, safeguarding and behaviour, and is underpinned by the school's Child Protection, Behaviour and Online Safety policies

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8. Delivery of RSE

Working with external agencies can sometimes enhance our delivery of RSE, bringing in specialist knowledge and different ways of engaging pupils. Examples might include a School Nurse or a representative from the NSPCC Speak Out/Stay Safe Program. The school would only use visitors to enhance the teaching provided by our school staff, not to replace it. Staff employed by the school will be present during any RSE session delivered by an external visitor commissioned by the school. It will be agreed with any visitor how confidentiality will work in any lesson and how safeguarding reports are to be dealt with in line with the school Child Protection Policy and Procedures. Where external experts are invited to assist from time-to-time with the delivery of RSE, they will be expected to comply with the provisions of this policy. In line with the usual procedures and policies of our school, we will check the credentials of all external agencies, and we will ensure the teaching delivered by any external experts fits with the planned curriculum and provisions of this policy. The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure that content is age- appropriate and accessible for all pupils. The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs. Where a pupil is involved from specialist external agencies, discussions between those agencies and appropriate senior staff in school, including the school's Designated Safeguarding Lead (DSL), are important to ensure that RSE lessons are delivered in a way that is most appropriate for the individual child.

9. Safeguarding and child protection

At Aurora Brooklands 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

The school recognises that safeguarding includes addressing peer-on-peer harmful sexual behaviour, which can include low-level sexualised language, inappropriate jokes or comments, boundary-crossing behaviour, or age-inappropriate sexual language. Such incidents may not meet safeguarding thresholds individually, but will be addressed, recorded and monitored through behaviour, pastoral or safeguarding systems in line with Keeping Children Safe in Education and statutory RSHE guidance.

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10. Parents right to withdraw

Parents of primary age pupils do **not** have the right to withdraw their children from relationship 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.

Parents and carers are entitled to view all RSE teaching materials on request. The school will not enter any contractual arrangements with external providers that restrict parental access to content, and copyright will not be used as a reason to refuse access to materials.

To opt for a child/young person out of RSE lessons, complete Appendix 2 and return it to the Deputy Headteacher 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 ourcontinuing 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 Katie Lyon/Jennifer Burton, Headteacher/Deputy Headteacher.

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Appendix 1: Subject overview

Relationships and sex education curriculum map (as part of PSHCE)

PSHE Long term planning 2022-23

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Key Stage 2	**Growing and Changing** Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	**Belonging to a community** Valuing diversity; challenging discrimination and stereotypes	**Families and friendships** Positive friendships, including online. Managing friendships and peer influence.	**Physical Health and Mental Wellbeing** What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.	**Safe relationships** Physical contact and feeling safe.	**Media Literacy and Digital Resilience** How information online is targeted; different media types, their role and impact
Key Stage 3	**Friendships and Safety** Healthy and unhealthy friendships, assertiveness, and personal safety in and outside school, including first aid	**Developing skills and aspirations** Careers, teamwork and enterprise skills, and raising aspirations	**Diversity** Diversity, prejudice, and bullying	**Health and puberty** Healthy routines, influences on health, puberty, unwanted contact, and FGM	**Building relationships** Self-worth, romance and friendships (including online) and relationship boundaries	**Digital literacy** Online safety, digital literacy, media reliability, and gambling hooks
Key Stage 4	**Exploring influence** The influence and impact of drugs, gangs, role models and the media. Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	**Setting goals** Learning strengths, career options and goal setting as part of preparation for adulthood	**Healthy relationships** Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	**Mental health** Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	**Intimate relationships** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	**Financial decision making** The impact of financial decisions, debt, gambling and the impact of advertising on financial choices ***Princes Trust Unit***

PSHCE Long term planning 2023-24

	Autumn 1 Relationships	Autumn 2 Health & wellbeing	Spring 1 Living in the wider world	Spring 2 Relationships	Summer 1 Health & wellbeing	Summer 2 Living in the wider world
Key Stage 2	**Stereotypes** Challenging stereotypes- gender focus	**Growing and Changing** Human reproduction and birth/Sex Education	**Belonging to a community** Protecting the environment; Life in Plastic	**Friendships** Understanding and maintaining friendships	**Healthy Lifestyle** Drugs and Alcohol Education	**Money Matters** Different types of jobs, saving and spending
Key Stage 3	**Discrimination** Racism focus -what is meant by race, challenge racism and right wind ideology	**Emotional wellbeing** Mental health and emotional wellbeing, including body image and coping strategies	**Community and careers** Equality of opportunity in careers and life choices, and different types and patterns of work. Goal setting as part of the GCSE options process	**Identity and relationships** Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	**Healthy lifestyle** Diet, exercise, lifestyle balance and healthy choices, and first aid	**How Britain is Governed** Voting, Parliament, How Laws are made
Key Stage 4	As above due assessment of needs	**Emotional Well Being** As above due to assessment of needs also include stress management	**Next steps** Application processes, and skills for further education, employment and career progression	**Families** Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	**Independence** Responsible health choices, and safety in independent contexts	***Democracy in Britain*** Looking at being an active citizen, importance of a free press, Influence of media and technology

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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			

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