Relationships and Sex Education Policy

R.E.A.L. Education

(RIS Mansfield, RIS Hinckley and Alternative Provision)

Policy Reference:	A133-REAL
Version Number:	6
Applies to:	Aurora Schools, RIS Mansfield, RIS Hinckley and Alternative Provision
Associated documents:	Curriculum policy PSHE policy Child protection policy
Approved by:	Head of School (REAL)
Implementation date:	May 2025
Next review due by:	May 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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Changes Since Last Version

- Full review and in line with previous version

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 R.E.A.L Education (RIS Mansfield, RIS Hinckley and Alternative Provision) Education, part of the Aurora Group.

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

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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:
Clare Walker	Head of Personal Development	Curriculum and Quality of Education
Phil Jones	PSHE Curriculum Lead	Curriculum and Quality of Education
Teaching Staff	Teachers, TA's and HLTA's	Delivery of the RSE curriculum

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 R.E.A.L. Education (RIS Mansfield, RIS Hinckley and Alternative Provision) Education, part of the Aurora Group. 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 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 and the curriculum lead. 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.

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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

R.E.A.L. Education (RIS Mansfield, RIS Hinckley and Alternative Provision) promotes a whole organisation approach to the delivery of RSHE. 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.

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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.

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 RSE curriculum, please see Appendices 1

8. Delivery of RSE

Relationship and Sex Education will be delivered explicitly through PSHE lessons during the Summer Term and is also interwoven with Health Education in the Spring Term. We may use external professionals to support this teaching, where necessary. Elements of human

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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 R.E.A.L Education 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 Head of Personal Development 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 Clare Walker (Head of Personal Development).

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Appendix 1

PSHE Curriculum Map KS2	
Term and theme	**Year 5**
Autumn 1 Health and Wellbeing	Healthy Habits Sleep Hygiene Sun Safety Medicines and Household Safety First Aid
Autumn 2 Relationships	Helping Out with Babies Self Esteem and Self Worth Online Behaviour and Risks Stranger Danger
Spring 1 Living in the Wider World	Internet and Screen Time Age Restrictions Careers and Stereotypes Fake News Fires and Bonfires
Spring 2 Health and Wellbeing	Understanding Our Emotions Feelings and Emotions Vocabulary Mental Health and Signs of Illness Physical Health and Signs of Illness First Aid
Summer 1 Relationships	Behaviour and Respect Friendships and Feeling Left Out Friendships Peer Pressure Loving, Stable and Secure Families
Summer 2 Living in the Wider World	Success and Achievement Independence and Responsibility Courtesy and Manners Change, Grief and Loss The Environment and Climate Change
Year 6	
Autumn 1 Health and Wellbeing	Healthy Living Introduction Living a Healthy, Active Lifestyle Dental Hygiene Germs, Bacteria and Viruses
Autumn 2 Relationships	Positive Relationships Introduction Disagreeing Respectfully Family, Marriage, and Civil Partnerships Love and Abuse Online Relationships: Online Gaming

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Spring 1 Living in the Wider World	What is Money and How Did It Evolve? Different Attitudes About Money Keeping Safe
Spring 2 Health and Wellbeing	Mental Health Introduction Body Image Introduction Girls' Puberty Boys' Puberty What is Alcohol? Introduction to Drugs
Summer 1 Relationships	Bullying Introduction Bullying Or Teasing Consent Crushes and Relationships
Summer 2 Living in the Wider World	Asking for Help and Advice Me and My Identity and Community Celebrating Diversity and Difference Social Media Online Privacy and My Data

PSHE Curriculum Map KS3	
Term and Theme	**Year 7**
Autumn 1 Rights, Responsibilities and British Values	Why is Politics Important? How is the Country Run? What are Political Parties? How Decisions are made in Parliament How Laws are made Exploring Parliament
Autumn 2 Life Beyond School	Importance of Sleep and Relaxation Getting to Know People Transition Points in Your Life Careers and Your Future FC - Financial Education What is Your Community
Spring 1 Celebrating Diversity and Equality	What is Identity? Nature Vs Nurture The Equality Act Breaking Down Stereotypes - Gender / Age Multicultural Britain
Spring 2 Health and Wellbeing (H&W)	Introduction to Puberty Puberty - Girls Puberty - Boys Human Reproduction Puberty - Personal Hygiene Puberty - Assertiveness, Consent & Hormones Puberty - Self Esteem + Empowerment

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Summer 1 Relationships and Sex Education (RSE)	Consent and Boundaries Respect and Relationships What Makes a good Friend Managing Friendships & Relationships Being Positive + Self Esteem Peer Pressure and Influence
Summer 2 Staying Safe Online and Offline	Avoiding Gangs Staying Safe Online (social Networks) Fortnite and Safety in Gaming Drugs – What is Alcohol Drugs – What is smoking Drugs - E-Cigs, Vaping and Shisha Energy Drinks and Caffeine - Drugs Knife Crime and Safety#
	Year 8
Autumn 1 Rights, Responsibilities, and British Values	Democracy and how decisions are made Teamwork Prejudice, discrimination and stereotypes How laws are made in society Prison, Reform and Punishment
Autumn 2 Life Beyond School	Employability Skills Practice Proud to be me & Careers Careers interests and Jobs Self Esteem and the Media Labour Market Information Exploring Careers
Spring 1 Celebrating Diversity and Equality	The Equality Act Gender Equality LGBT - What is it Homophobia Transphobia
Spring 2 Health and Wellbeing	Health & Wellbeing What is Mental Health? Types of Bullying & Responding to Bullying Positive Body Image Healthy Eating and cholesterol Stress What is it L1
Summer 1 Relationships and Sex Education	RSE - What is RSE RSE - Healthy Respectful Relationships RSE - Dealing with Conflict Introduction to Contraception RSE What is Love? Periods and Menstrual Cycle
Summer 2 Staying safe Online and Offline	County Lines - What is it (Gang Culture) County Lines - Who is at risk Substance Misuse Grooming (Boys & Girls)

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	Cyberbullying and Online Safety CEOP Lesson

Year 9	
Autumn 1 Rights, Responsibilities, and British Values	Conspiracy & Fake News Extremism in all its forms Terrorism (Far Right & Islamist) What are British Values The Radicalisation Process How does Counter Terrorism Work?
Autumn 2 Life Beyond School	Failure to Success First Aid - How to Administer CPR (Defibrillators) Importance of Happiness - Improving Mental Health) Anger Management Importance of saving money Employment & Financial Management Social Media and Online Stress FOMO
Spring 1 Celebrating Equality and Diversity	Equality vs Equity Sexual Orientation HBT - Bullying in all its forms Religious Diversity Prejudice and Discrimination Challenging Islamophobia
Spring 2 Health and Wellbeing	How Self Esteem Changes What is a Penis - Body confidence What is a vulva - Body Confidence Dealing with Grief and Loss (& stages) Media and Airbrushing (unrealistic Body image Expectations) Cancer Prevention + Healthy lifestyles
Summer 1 Relationships and Sex Education	Sexual consent & Law RSE - Delaying Sexual Activity RSE - Why have Sex? RSE - Relationships and partners Treating STI's & clinics Contraception - Fact Hunt / Show & Tell
Summer 2 Staying Safe Online and Offline	Introduction to Drugs Education (Lesson 1) Different Types of Addictions Drugs - Cannabis Products Drugs and their Classifications Drugs - Illegal Drugs (Party Drugs) Drugs Illegal - (Class A and B) Volatile Substance Abuse

PSHE Curriculum Map KS4

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Term and theme	Year 10
Autumn 1 Rights, Responsibilities and British Values	Critical thinking & Fake News What is a cult Exploring British Values Human Rights and their Importance Exploring Human Rights
Autumn 2 Life Beyond School	Instagram Generation Targeted Advertising Marriage - What is it? Rights and Responsibilities Consumer Protection & rights Employment Rights
Spring 1 Celebrating Diversity and Equality	World Issues - Aid and Supporting other countries Fair Trade Peace, War and Conflict Women's Rights Sexual Harassment
Spring 2 Health and Wellbeing	Screen Time & Safe use of Mobile Phones Common Types of Mental Ill Health Child Sexual Abuse (CSE) Promoting Emotional Wellbeing
Summer 1 Relationships and Sex Education	FGM Sexting Online Pornography (Myths vs Reality) Porn and its impact on Society Domestic Abuse and Domestic Violence Unhealthy Relationships, Sexual Assault and Rape Sexualisation of the media
Summer 2 Staying Safe Online and Offline	Honour Based Violence Forced Marriage + Breast Ironing Online Gaming and Gambling CEOP – Online Child Sexual Abuse The War on Drugs
Year 11	
Autumn 1 Rights, Responsibilities and British Values	Anti- Semitism Sexual Harassment & Stalking HIV & AIDS - Discrimination and Prejudice Causes of Knife Crime
Autumn 2 Life Beyond School	Time Management and Technology Dealing With Exam Stress & Anxiety Employment & Financial Management Exploring a Pay Slip
Spring 1 Celebrating	Balancing Human Rights LGBTQ (rights across the World)

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Equality and Diversity	Inclusion and Extremism – valuing diversity Inclusion and Extremism – understanding and preventing extremism Inclusion and Extremism – radicalisation
Spring 2 Health and Wellbeing	Organ donation and Blood Donation Pregnancy Options Abortion (Laws, Moral, Thoughts and Feelings) Physical Health - Cancer (Testicular) Physical Health - Cancer (Cervical and Breast) Fertility - what impacts it Parenthood
Summer 1 Relationships and Sex Education	Peer on Peer Abuse RSE Love and Abuse Alcohol, Parties and Bad Choices Importance of Sexual Health Revisiting Contraception Revisiting STI's Respect Love and Relationships
Summer 2 Staying Safe Online and Offline	Virtual Reality + Live Streaming +Gaming Online Drugs - New Psychoactive Substances (Old Legal Highs) Drugs - Festivals and Nitrous Oxide Drugs and the War on Drugs Drugs - Substance Addiction Online Reputation and Digital Footprints

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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	
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			

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