



Relationships and Sex Education Policy (RSE)

Date Reviewed:	September 2025
Next Review Date:	September 2026
Policy Owner:	Miss Lana Sumners
Ratified @ FGB/Committee Name & Date:	Education and Welfare 11.11.2024 (amends made) Full Governing Board 02.12.2024

Mission Statement

We are committed to providing a supportive, enjoyable and family style environment in which every child is nurtured and encouraged to achieve their potential through a broad-based curriculum and opportunities for developing sporting, dramatic, artistic and musical talents.

Statement of Aims & Objectives

- To enable each child to fulfil their own academic and personal potential.
- To instil in every child the importance of developing personal initiative and to foster in them a belief that they can fulfil their potential in any area of school life.
- To provide a broad based academic and extra-curricular education that is delivered in such a way as to satisfy the learning needs of each and every pupil.
- To help each pupil to develop both a set of Christian values and an understanding and appreciation of other religious beliefs.
- To learn the difference between right and wrong and to appreciate that rights and responsibilities are equally balanced.
- To develop and promote a sense of caring and community between the pupils within the school and the wider community as a whole.
- To instil in each pupil a high degree of self-respect and respect for their fellow pupils, teachers and other adults.
- To prepare each child for the transition to the next stage of their education and to be able to take advantage of any opportunities as they present themselves.



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Safeguarding

Oakhurst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhurst Grange School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. This should be read in conjunction with the Safeguarding Policy.

All staff will be asked to complete training annually following KCSIE updates. Further safeguard training will take place throughout the year. All staff must wear their lanyards at all times.

The Safeguarding governor is: Pauline Clark Pauline.clark@oakhurstgrangeschool.co.uk

DSL: Roxann Dowling (Head of EYFS)

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The Curriculum Policy for Sex and Relationships Education

What is RSE?

RSE (formerly SRE) 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.

Aims

This policy complies with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017.

The aim of RSE is to help children build healthy friendships and positive relationships in an age-appropriate way. The overall objectives of the RSE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills, and promoting knowledge and understanding. RSE covers more than biological facts and information. It endeavours to help children develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare children to develop caring, stable and healthy relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty and acceptance of responsibility. RSE will look at aspects of diversity in an inclusive and non-judgemental way. This sits alongside the essential understanding of how to be healthy.

The Implementation of this policy is the responsibility of all teaching staff and is firmly rooted within Oakhyrst Grange School's framework for PSCE and is clear across the entire curriculum.

Oakhyrst Grange School is aware of the need to be mindful and respectful of a wide range of religious and cultural beliefs and the needs of those pupils with SEND. We make every effort to be appropriately sensitive; equally we fervently believe that it is essential for our pupils to have access to learning that enables them to stay safe, healthy and understand their rights as individuals.

Statutory guidance

The Education Act 2002 sets out the statutory duties which all schools, including academies, are required to meet: 'Every state-funded school must offer a curriculum which is balanced and broadly-based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'

The Education Act 1996, as amended by the Learning and Skills Act 2000, requires the Headteachers and governing bodies to have regard to national guidance on Sex and Relationships Education in



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schools and to protect children from unsuitable teaching and materials. Under the Children Act 2004 schools have a duty to promote the well-being of their pupils and good quality RSE contributes to this duty.

Furthermore, we recognise that as a school we have a responsibility under, the Equality Act 2010, The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. RSE was made statutory in all schools in September 2020. The law requires that Relationships and Sex Education (RSE) is taught in all secondary schools in England, and that Relationships Education is taught in all primary schools in England. Primary schools are also required to teach the elements of sex education contained in the science curriculum, and Health Education is also be mandatory in all Government-funded schools, which includes content on puberty.

Further updates in 2025, have demanded a stronger focus on misogyny and violence against women and girls, in line with government priorities and national safeguarding concerns, particularly around the influence of online misogyny. The guidance includes personal safety education, emerging safeguarding risks linked to technology including the use of AI, deep fakes, harmful influencers and subculture, financial exploitation, and a greater emphasis on mental health and the recognition of diverse family structures. This guidance also highlights the importance of transparency when communicating with parents and carers and the best practice in delivery. This guidance becomes statutory on the 1st of September 2026. At Oakhyrst Grange School this forms part of the PSCHE programme of work. (See PSHCE and SEMH Policy)

Intent

Oakhyrst Grange School enables its pupils to develop happily and successfully into adult life, experiencing fulfilling and rewarding relationships with both themselves and others. They build upon knowledge and experiences to make effective decisions about their wellbeing, health, and relationships and to develop their resilience, putting this into practice making sound decisions when facing risks, challenges and difficult circumstances. Effective personal development education enables pupils at Oakhyrst Grange School to develop resilience whilst knowing how and when to ask for help and where to independently access support. This policy was formulated in consultation with the whole school community with input from:

- Staff members; through regular agenda items at staff meetings.
- Governors; updated through meetings.
- Parents/carers; parents were encouraged to contribute by taking part in parents meetings.
- Pupils; pupils were encouraged contribute to the development of the policy through the School Council, Circle Time discussions, etc.
- Other partners; visiting external providers in school (health, police, wider community).

Implementation

Roles and Responsibilities

The Head Teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies. The Head Teacher also has a responsibility to identify a lead teacher who will work closely with colleagues in related curriculum areas in order to complement and not duplicate content.



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Boys and girls will be (on occasion) separated to talk specifically about their changing bodies.

The RSE and PSCE Lead is responsible for:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant partners.
- Implementation and monitoring of the policy, assessing its effectiveness in practice and using this information to inform policy review.
- Monitoring and quality assurance of content to ensure continuity and progression within the spiral curriculum.
- Coordinating training and support for all staff.

A set of ground rules, co-created with pupils, help teachers create a safe environment, in which both they and pupils are able to confidently and discuss the content being taught. The following are example rules for RSE lessons:

- pupils must be made aware that teachers cannot offer unconditional confidentiality.
- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- meanings of words will be explained in a sensible and factual way;
- when answering a specific question which involves information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time;
- that any teasing on sexual matters will not be tolerated and will be treated as harassment or bullying. Children are being trusted to use the information gained in lessons in a responsible and mature way and
- where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the school's Safeguarding policy.

Staff Training

RSE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials.

Curriculum Design

At Oakhyrst Grange School, RSE is organised in a spiral curriculum that runs seamlessly alongside the PSCE and schemes of work, the following elements form the basis of our Relationships and Sex Education taught:

Beliefs and Attitudes

Understanding that there are a wide range of beliefs and views on sex and sexuality. Children will have the opportunity to talk in a balanced way about different opinions and learn that they can agree or disagree with the cultural, religious or moral views of others. Among the values and attitudes, they will explore are:



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- learning the importance of values and individual conscience and moral considerations
- learning the value of family life and loving, stable relationships for the nurture of children
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making

Knowledge and Understanding

Children get information about sex and sexuality from a wide range of sources, including each other, through media advertising, television, music (and music videos), magazines, as well as leaflets, books and websites. The RSE lessons will start by finding out what children already know and will aim to add to their existing knowledge and correct any misinformation they have. The knowledge and understanding component of RSE includes:

- learning and understanding physical development at appropriate stages
- understanding human sexuality and reproduction
- understanding emotions
- learning about the importance of committed relationships

RSE is taught within the Personal, Social, Citizenship, Health and Economic (PSCHE) curriculum. Biological aspects of RSE are taught within the Science curriculum, and aspects are included in other curriculum areas.

Managing Difficult Questions

Issues will be addressed with sensitivity and at a level appropriate to the age group and developmental stage and will take into account any additional SEND needs, in an objective manner, free from personal bias. Consideration will be given to the potential for small group or 1:1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Discussion is set within the legal framework and pupils should be made aware of the law as it relates to these issues. Pupils are made aware that some information cannot be held as confidential, and understand that if certain disclosures are made, certain actions will ensue. At the same time, pupils will be offered sensitive and appropriate support.

Parental Right to Withdraw

Oakhurst Grange School are committed to ensuring that Relationships and Sex Education is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010. In line with statutory guidance, we recognise that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE. Not, however, from Relationships Education. Parents wishing to exercise this right must do so in writing to the Head Teacher, and we will make reasonable adjustments and provide suitable work for the pupil at this time. The DfE 2025 statutory guidance also highlights the importance of transparency when communicating with parents and carers and the best practice in delivery.

Impact

Pupils at Oakhurst Grange School are supported in their personal development through the purposeful, sensitive and effective teaching of essential skills and understanding which enable them to develop qualities and strategies that will equip them in readiness for a happy and rewarding transition into adulthood. This policy will be reviewed annually by the Governing Body who will monitor the application and outcomes of this policy to ensure it is working effectively.



Relationships Education (EYFS,KS1,KS2)

Families and people who care for me	<p>Pupils will be taught</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils will be taught</p> <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.



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Respectful relationships	<p>Pupils will be taught</p> <ul style="list-style-type: none">• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.• the conventions of courtesy and manners.• the importance of self-respect and how this links to their own happiness.• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.• what a stereotype is, and how stereotypes can be unfair, negative or destructive.• the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils will be taught</p> <ul style="list-style-type: none">• that people sometimes behave differently online, including by pretending to be someone they are not.• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.• how information and data is shared and used online.
Being safe	<p>Pupils will be taught</p> <ul style="list-style-type: none">• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.



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	<ul style="list-style-type: none">• How to recognise and report feelings of being unsafe or feeling bad about any adult.• how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.• where to get advice from e.g. family, school and/or other sources.
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National Curriculum (KS1 and KS2) – taught within PSHE lessons.

The Human Body and Reproduction	At key stages 1 and 2 this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the national curriculum.
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Relationships and Sex Education (KS2 – Year 6)

Sex Education	<p>The content of our Sex Education Curriculum in KS2 considers pupils' ongoing emotional and physical development and maturity of our pupils. It is reviewed and adapted in consultation with parents. It is age-appropriate and takes into account the developmental differences of the children, considering religious background and the significance of other factors such as any special educational needs or disabilities.</p> <p>The content includes ensuring that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science.</p>
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Health Education (KS1 and KS2)

Mental wellbeing	<p>Pupils will be taught</p> <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health.• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
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	<ul style="list-style-type: none">• simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).• it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.
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Internet safety and harms	<p>Pupils will be taught</p> <ul style="list-style-type: none">• that for most people the internet is an integral part of life and has many benefits.• about the benefits of balancing time spent on and offline and the impact of positive and negative content online on their own and others' mental wellbeing.• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.• why social media, some computer games and online gaming, for example, are age restricted.• that the internet can also be a negative place where online abuse, trolling, bullying and harassment, including misogyny, can take place, which can have a negative impact on mental health.• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.• where and how to report concerns and get support with issues online.• Technological threats including the use of AI
Physical health and fitness	<p>Pupils will be taught</p> <ul style="list-style-type: none">• the characteristics and mental and physical benefits of an active lifestyle.• the importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise.• the risks associated with an inactive lifestyle (including obesity).



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	<ul style="list-style-type: none"> • how and when to seek support including which adults to speak to in school if they are worried about their health. • Personal safety
Healthy eating	<p>Pupils will be taught</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories, and nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils will be taught</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils will be taught</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. • The facts and science relating to allergies, immunisations and vaccination.
Basic first aid	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> • know how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.
Menstruation	<p>The onset of menstruation can be confusing or even alarming for girls if they are not prepared. As with education about puberty, the programme will include understanding of and preparation for menstruation, for all pupils. The school will also make adequate and sensitive arrangements to help girls manage menstruation and with requests for sanitary protection.</p>

This Policy is subject to regular review.