



Relationships, Sex and Health Education Policy

Oakwood School





1. Policy statement

Oakwood School is committed to delivering a planned, age-appropriate and inclusive RSHE programme that helps pupils to build positive relationships, keep themselves and others safe, and develop the knowledge and skills to support physical and mental wellbeing.

RSHE is taught in a way that is sensitive, inclusive and respectful of pupils' backgrounds, cultures, faiths and lived experiences. It is delivered without bias and in line with the law.

2. Scope and definitions

This policy covers Relationships Education, Relationships and Sex Education (RSE) and Health Education (collectively referred to as RSHE).

- Relationships Education: compulsory for pupils receiving primary education.
- RSE: compulsory for pupils receiving secondary education.
- Sex Education in primary: not compulsory, but schools may choose to teach a programme that is appropriate to pupils' age and maturity.
- Health Education: compulsory in all state-funded schools; independent schools must meet Independent School Standards for PSHE.

3. Statutory and policy framework

This policy is informed by and has regard to national statutory guidance and safeguarding requirements, including:

- DfE statutory guidance on Relationships Education, RSE and Health Education (updated 2025).
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 (in force from 1 September 2020).
- Keeping children safe in education (KCSIE) 2025.
- The Equality Act 2010 and the Public Sector Equality Duty.
- Education Act 2002 (section 80A) and Education Act 1996 (section 403).

4. Aims and intended outcomes

Through RSHE, Oakwood School aims to enable pupils to:

- Develop the building blocks of healthy, respectful relationships (including friendships, family relationships, and relationships online).
- Recognise and manage feelings, develop empathy, and communicate respectfully.
- Understand boundaries, privacy and consent (age-appropriate), including how to seek help and report concerns.
- Understand changes associated with puberty and know how to manage these changes with confidence and good hygiene.
- Make informed, responsible and safe choices to support physical and mental wellbeing, including online safety.
- Challenge prejudice, discrimination and bullying, and respect equality and diversity (including LGBT+ inclusion).
- Know where and how to access trusted help, advice and support, including specialist services where appropriate.



5. Curriculum organisation and content

RSHE is delivered through the taught curriculum (primarily PSHE/RSHE), complemented by learning in Science, Computing (online safety), PE (health), RE (values and respect) and the wider school ethos. Oakwood School uses a spiral curriculum model: key ideas are introduced early in an age-appropriate way and revisited over time with increasing depth.

5.1 Relationships Education (Primary) – themes

Where Oakwood provides primary education, Relationships Education focuses on:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe (including seeking help)

5.2 RSE (Secondary) – themes

Where Oakwood provides secondary education, RSE builds on primary learning and includes teaching about:

- Healthy intimate relationships and sexual health (age-appropriate)
- Consent, choice, boundaries and the law
- Recognising coercion, exploitation, grooming and abusive behaviours
- Pregnancy and options, contraception and STI prevention (where appropriate)
- Online sexual harms (including sharing sexual images) and how to get support

5.3 Health Education – themes

Health Education includes physical health and mental wellbeing, for example:

- Mental wellbeing and resilience; recognising when to seek help
- Healthy lifestyles (sleep, exercise, nutrition)
- Personal hygiene, including menstruation and puberty
- Managing feelings and stress; healthy use of technology
- Basic first aid (age-appropriate)
- Risks and influences (including substances), as age-appropriate

6. Delivery principles and safe practice

RSHE is taught within a safe and supportive learning environment. Staff establish and revisit ground rules with pupils to promote respect, privacy and appropriate language.

Teachers use 'distancing' techniques (for example, scenarios, case studies and third-person discussion) to help pupils engage with sensitive issues safely.

Pupils are encouraged to ask questions. Staff may use a question box and will answer in a factual, age-appropriate way. If a question is too personal, explicit or not appropriate for the whole class, staff will use a 'holding response' and follow up appropriately.

Staff will not ask pupils to disclose personal experiences and will never share personal information about pupils in class.



7. External visitors and resources

Oakwood may use external agencies (e.g., school nursing, health professionals, or specialist charities) to enhance RSHE. All visitors are subject to safeguarding checks and are supervised by school staff. Content is agreed in advance and aligned with this policy and statutory guidance. Resources are selected to be age-appropriate, evidence-informed, inclusive and sensitive to pupils' experiences.

8. Inclusion, equality and SEND

Oakwood School is committed to inclusive RSHE for all pupils. Teaching will be adapted to meet pupils' age, readiness, communication needs and SEND. Additional or targeted support may be provided where pupils are at increased risk of exploitation or harm.

RSHE promotes equality and challenges discrimination and bullying. It includes teaching that reflects a diverse range of families and relationships and supports LGBT+ inclusion, in line with the Equality Act 2010.

9. Safeguarding, confidentiality and disclosures

RSHE can lead to disclosures of abuse or safeguarding concerns. Staff must follow Oakwood's Safeguarding and Child Protection procedures and KCSIE requirements.

Staff cannot promise confidentiality to pupils. If a pupil shares information that indicates they or another child may be at risk of harm, staff will explain that the information must be passed to the Designated Safeguarding Lead (DSL) and will do so promptly.

Where appropriate, the school will work with parents/carers and partner agencies to support the child, unless doing so would place the child at increased risk.

10. Working with parents/carers

Oakwood School recognises that parents/carers are the prime educators for many aspects of RSHE. The school will provide information about the RSHE curriculum, share resources on request and offer opportunities for parents/carers to discuss RSHE provision.

In line with statutory requirements, Oakwood will consult parents/carers when developing or reviewing this policy.

11. Right to withdraw from sex education

Parents/carers have the right to request that their child be withdrawn from some or all sex education delivered as part of statutory RSE. This right does not apply to Relationships Education, Health Education, or the National Curriculum for Science.

Requests should be made in writing to the Headteacher. The Headteacher will meet with parents/carers to discuss the request, clarify the nature and purpose of the curriculum, consider the pupil's views, and explain the possible benefits of remaining in lessons.

Oakwood will keep a written record of the request and the outcome.

For pupils in secondary education, the right to withdraw is available up to and until three terms before the pupil turns 16. After that point, if the pupil wishes to receive sex education, the school will make arrangements for them to do so.



12. Roles and responsibilities

The Governing Body/Proprietor is responsible for ensuring this policy is implemented and for holding leaders to account.

The Headteacher is responsible for ensuring RSHE is taught effectively, staff are supported, and statutory requirements are met.

The RSHE Lead (or PSHE Lead) coordinates curriculum planning, staff support and resource selection. All staff have a role in promoting a respectful culture and must follow safeguarding procedures.

Pupils are encouraged to contribute to evaluation and to seek help when they need it.

13. Staff training and support

Oakwood will ensure staff receive appropriate RSHE training, including updates on safeguarding, online safety and responding to questions and disclosures.

14. Assessment, monitoring and review

RSHE is assessed formatively (e.g., discussion, reflection tasks and end-of-unit checks) to support learning, not to assess personal experiences.

The RSHE Lead will monitor coverage and quality through planning reviews, learning walks, pupil voice and staff feedback.

This policy will be reviewed annually (or sooner if required by statutory updates or significant changes in context).

15. Links to other policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy and Code of Conduct
- Anti-bullying Policy
- Online Safety Policy / Acceptable Use
- SEND Policy
- Equality and Diversity Policy
- Visitor and External Speaker Policy
- Curriculum/PSHE Policy

Appendix A: Example curriculum overview (adapt to Oakwood's age range)

The table below provides an example of how content can be sequenced. Oakwood will adapt content to pupils' age, needs and readiness.

Phase	Relationships (examples)	Health/Sex education (examples)
KS1 / Early primary	Friendship, feelings, kindness, rules, trusted adults, safe touch/unsafe touch (age-appropriate).	Basic hygiene, naming body parts, privacy, recognising emotions.
Lower KS2	Respect, boundaries, online safety basics, stereotypes, how to seek help.	Puberty preparation, body changes, personal hygiene, menstruation (intro).



Upper KS2	Peer pressure, healthy vs unhealthy behaviours, wider online risks, consent foundations.	Puberty in depth, reproduction basics (science), keeping safe and asking questions.
KS3	Healthy friendships & intimate relationships, consent, bullying/harassment, online sexual harms.	Puberty & sexual health, contraception/STIs (age-appropriate), mental wellbeing, risk.
KS4	Respectful intimate relationships, coercion & exploitation, parenting/future planning, support services.	Sexual health & choices, the law, safer sex, pregnancy options, support and services.

Appendix B: Ground rules (example)

- We listen respectfully and do not interrupt.
- We use correct and respectful language.
- We do not share personal information about ourselves or others.
- We can pass on a question or take time out if needed.
- We understand that adults may need to share information to keep someone safe.

Appendix C: Managing pupil questions (quick guide)

1. Acknowledge the question and thank the pupil.
2. Decide whether it is appropriate to answer now, later, or in a different setting.
3. Provide a factual, age-appropriate answer using correct terminology.
4. If safeguarding concerns arise, follow the DSL referral process immediately.

Appendix D: Withdrawal request (template)

Parent / Carer name:	
Pupil name / class:	
Requested elements to withdraw from:	
Reason for request:	
Signature:	



Governors Approval

Executive Headteacher: Louise Curel Date: January 2025

Proprietor Representative: _____ Date: January 2025

Chair of Governors: _____ Date: January 2025