



Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

Responsible Committee/Individual	Principal
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1. Rationale and Ethos

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

DfE, 2019.

At Oasis Academy South Bank, we believe that love, nurture and a rigorous academic focus are key levers in supporting our students to become model citizens. Given the context of our school, as well as the complex social landscapes that our students navigate, we believe that well-resourced Relationships & Sex Education (RSE) acts as a crucial platform for challenging and vital conversations. While parents and carers are the primary educators for their children on many of these social matters, our aim at Oasis Academy South Bank is to complement and reinforce this role. By building on what students learn at home and equipping them with the tools they need to stay safe, our RSE curriculum aims to support every young person in preparing for life in modern Britain.

The compulsory portions of our RSE curriculum are delivered within the school’s wider programme of Personal Development: A broad, academically rigorous offer, which fosters student wellbeing, resilience and character. By building a coherent narrative around OCL’s ‘9 Habits’, we ensure that each of our students can grow and develop into active participants within their wider community.

2. Aims

The aims of Relationships and Sex Education (RSE) at Oasis Academy South Bank are to:

- Create a positive, discursive culture around sexuality and relationships.
- Build a strong awareness of the Protected Characteristics (Equality Act, 2010) and a confidence in our students to challenge, correct and report prejudice or unsound information.
- Ensure that students know where and how to seek appropriate, reliable advice about personal or sexual problems.
- Encourage students to appreciate the value of stable family life; of loyal partnership and friendship; and their responsibilities towards others as active participants in their community
- Equip students with the knowledge to take personal responsibility and to make rational, responsible decisions regarding sexual behaviour.
- Encourage self-respect, respect for others, self-restraint and an awareness that people of all identities have a responsibility to look out for one another.
- Emphasise the physical, emotional and moral implications of sexual behaviour.



3. Objectives

The objectives of Relationships and Sex Education (RSE) are that students will understand:

- The ways that our bodies work and change, as well as the emotional and physiological differences which occur as a result of puberty, menstruation and reproduction.
- The nature and transmission of sexually transmitted infections
- The range, operation and effectiveness of contraceptive strategies.
- The nature and implications of abortion.
- The need to communicate clearly and confidently around sexual matters, unwanted pressures, and the challenges of navigating social relationships.
- How to recognise and avoid exploitation and abuse.
- The availability of statutory and voluntary organisations that can offer support in human relationships.

4. Definition

Relationships and Sex Education (RSE) concerns the emotional, social and cultural development of students. Best practice in this area involves the specific delivery of content relating to families, relationships, sexual health, sexuality, healthy lifestyles (inc. mental health) and broader citizenship. As active participants in their communities, our students should be equipped with an understanding of the value of diversity, personal identity and the need to stay safe online.

RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

5. Statutory Requirements

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, make Relationships Education compulsory for all students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools. They also make Health Education compulsory in all schools except independent schools.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and Schools Advice. Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).



Under the provisions of the Equality Act, schools must not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

This policy also sets out both the rights of parents/carers to withdraw students from sex (but not relationships) education and the process that the Principal should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE up until the third term before their 16th birthday (see Section 9).

6. Policy Development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

- 1) Review – A working group pulled together all relevant information including relevant national and local guidance
- 2) Staff consultation – Key staff were given the opportunity to look at the policy and make recommendations
- 3) Parent/stakeholder consultation – Parents and any interested parties were invited to attend a meeting about the policy through the HPAG group
- 4) Student consultation – We investigated what exactly students want from their RSE education and through the school nursing service
- 5) Ratification – Once amendments were made, the policy was shared with governors and ratified.

This policy is reviewed and amended yearly by the Associate Assistant Principal responsible for Personal Development

7. Delivery of RSE

RSE is delivered within our Personal, Social, Cultural and Health Education (PSCHE) programme and falls under the umbrella of Oasis Academy South Bank's Personal Development (PD) curriculum. Our PSHCE sessions are delivered to every year group either as weekly curriculum lessons or drop-down days. In addition, aspects of RSE are delivered within core subject curricula, including Science, PE, DEAR and RE. Finally, Oasis Academy South Bank's wider PD curriculum, incorporating check-in assemblies, newsletters and house group time, acts to address issues connected to relationships, health, diversity and e-safety.

Across all Key Stages, students will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions



- Recognising and assessing potential risks, including online risks, to young people
- Self-confidence
- Informed decision-making, including a deep understanding of the concept of consent
- Self-respect and empathy for others, including an appreciation of diversity within relationships and communities
- Recognising and maximising a healthy lifestyle and how to recognise an unhealthy relationship
- Managing conflict
- Sensitivity and respect for others through group work

These skills will allow students to manage their lives in a responsible and healthy way, both in the short term and in the context of their future social development.

RSE will often address aspects of relationships and sex education in an integrated way within a single topic. Oasis Academy South Bank aims to develop programmes of teaching which prioritise effective delivery of the content, and do not intend to create a stark separation between Relationships Education and Sex Education.

8. Roles and Responsibilities

a) The Hub Council

The Hub Council has delegated the approval of this policy to the Principal and the Extended Leadership Team.

b) The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw students from [non-statutory/non-science] components of RSE (see Section 9).

c) The Curriculum Lead and Associate Assistant Principal for Personal Development

The Curriculum Lead and AAP are responsible for ensuring effective delivery of the RSE curriculum and monitoring its strengths and areas for development through quality assurance. They will also communicate with parents when sensitive issues are being covered through RSE, providing parents with the information, resourcing and support that they need to discuss issues with their child at home.

d) Staff

Staff are responsible for:

- I. Delivering RSE in a sensitive way
- II. Modelling positive attitudes to RSE
- III. Monitoring progress
- IV. Responding to the needs of individual students



- V. Responding appropriately to students 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 about teaching RSE are encouraged to discuss this with the Principal.

e) Students

Students are expected to engage fully in RSE and treat others with respect and sensitivity during RSE-based discussion activities.

9. Parents' Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all of the sex education curriculum, delivered as part of our statutory RSE offer.

Requests for withdrawal should be put in writing and addressed to the Principal. A copy of that withdrawal request will be placed in the student's educational record, in order to avoid unnecessary repetition in future. The Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from the sex education component of our RSE curriculum.

Oasis Academy South Bank is also required by law to teach the national curriculum for science. At Key stage 3 and 4 this includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth, STIs/STDs (sexually transmitted infections/diseases) and contraception. There continues to be no right of withdrawal from any part of the national curriculum for science.

Whilst academies are not required to teach the national curriculum for PE and sport and computing, Oasis Academy South Bank must provide a broad and balanced curriculum and chooses to include these subjects as part of the curriculum. Through these subjects, Oasis Academy South Bank is able to integrate education about physical health and safety to meet the RSE needs of our students.

10. Training

Staff are trained on the delivery of RSE through our Continuing Professional Development (CPD) calendar, INSET training days and all-staff briefings.

The Associate Assistant Principal for Personal Development will 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



South Bank's delivery of RSE is monitored by the Curriculum Leader for PSHCE and J Harris, Associate Assistant Principal for Personal Development. Monitoring takes place through Line Management, Learning Walks, Book Looks and a range of Student Voice platforms (including survey data and Student Parliament).

Students' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Principal every three years and approved by the Hub Council.