Relationships and Sex Education Policy 2026

Oasis Academy Blakenhale

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1. Aims

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
- Foster respect, tolerance and love for others, regardless of race, gender, religion or difference, within a framework of equality of opportunity and fairness

At OAB we aim to develop an understanding and tolerance of each other through knowledge, mutual respect, believing the best and forgiveness. Individual rights will be respected, and choice will be exercised within a culture of self-discipline, this is taught via the 9 habits throughout the curriculum and is evidenced in the PSHE Lessons.

2. Statutory requirements

Maintained primary schools insert:

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

At Oasis Academy Blakenhale we teach RSE as set out in this policy.

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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.

At Oasis Academy Blakenhale we teach RSE as set out in this policy.

3. 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. Review – a working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties are notified about the areas to be included within the curriculum

4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with the Regional Director and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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.

5. Curriculum

Our curriculum is set as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings

The Department for Education (DfE) has released an updated version of the Relationships, Sex and Health Education (RSHE) guidance

- Primary schools are now strongly encouraged to "include same-sex parents along with other family arrangements [para. 68]" when teaching students about healthy, loving relationships.
- Increased focus on misogyny and violence against women and girls: pupils should be taught to recognise and challenge various forms of misogyny and "understand the links between sexism and misogyny and violence against women and girls [para. 80]." When pupils express misogynistic ideas, staff are directed to "challenge the ideas, rather than the person expressing them [para. 80]."

For more information about our curriculum, and how we are implementing the changes to the RSHE guidance, see our curriculum map.

6. Delivery of RSE

At OAB, we follow the OCL Personal Development which includes a robust PSHE curriculum. Please see the table below for the annual organisation per year group of PSHE Objectives within the curriculum chunks.

Term	Theme	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	**Who am I? Who am I becoming?**	All about me: emotions, health and feeling safe.	Feelings and respect.	Knowing me: emotions, strengths and goals.	Emotions, resilience and kindness.	Healthy minds, healthy choices: wellbeing and conflict.	Healthy minds, online lives and equality.
Autumn 2	**Citizenship and the World**	Introduction to British Values.	Rules, choice and democracy.	Rights, responsibilities and diversity.	Democracy and respecting differences.	Equality, law and respect.	Justice, liberty and tolerance.
Spring 1	**Heritage and culture**	Staying safe: at home, online and outside.	Staying safe: our choices, our responsibility.	Making safe choices: risks, drugs and emergencies.	Staying safe: risks, drugs and self-control.	Facing pressure: peer influence and positive habits.	Risk, drugs and first aid.

Spring 2	**Building our Sustainable World**	Caring for the world around us.	Protecting our planet, understanding our needs.	Challenging discrimination and exploring communities.	Rights, resources and responsible choices.	Global citizens: fairness, law and responsibility.	Media messages, aspirations and finical awareness.
Summer 1	**Building an Inclusive World**	Families, friendships and respecting others.	Friendships, feelings and future goals.	Friendship, fairness and personal boundaries.	Diversity, identity and puberty.	Relationships, puberty and personal boundaries.	Growing up, changing roles and healthy relationships.
Summer 2	**Showasis**	Healthy habits: routines, rest and relationships.	Healthy bodies and healthy transitions.	Healthy habits: sleep, hygiene and first aid.	Being healthy: hygiene, first aid and safe choices.	Staying safe: sun safety, first aid and gambling risks.	Mental health, digital balance and drug awareness.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum as outlined above. RSHE is always taught during PSHE lessons in the first Summer term. Prior to these lessons, we advise parents of content.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religion and world view lessons (RW). This can be seen below in further detail.

Areas	Y1	Y2	Y3	Y4	Y5	Y6
Healthy Lifestyles *Links to PE and Science*	What foods should I eat? How can I look after my teeth? Why is it important to wash my hands?	How do I keep myself healthy? Why is it important to keep active? How can I prevent diseases spreading?	What is a healthy diet? What is an unhealthy diet? How do I keep safe in the sun? Why is personal hygiene important?	How do I make sure I sleep well? What is fuel for the body? How do I know if I'm physically ill?	How can we stop the spread of infection? Why is it important to know about nutritional content of food?	How is my mental and physical wellbeing connected? How do I keep physically healthy? Can I plan and prepare a healthy

Keeping Safe *Links to Safeguarding week, Internet Safety week, Computing and discrete E-Safety lessons*	What are the rules for keeping me safe at school and outside? What are rules about household substances? What is an emergency and what do I do?	How do medicines help us when we are unwell? How do I keep safe at home? What is my responsibility for keeping myself and others safe?	What happens when I breathe smoke in the air? How do I recognise risks in my life? What do I do in an emergency?	How do I manage risks in my life? What is self-control? What is the difference between legal and illegal drugs?	How do I respond to dares? What are 'habits'? Who or what influences me?	How do drugs affect the mind and body? How do I manage peer pressure? What are basic emergency first aid skills? How do I make an emergency call?
Who Am I Becoming? *Mental Health and Emotional Health - delivered through the PD Curriculum*	What makes me happy? What are feelings? Naming feelings What is the difference between good and bad secrets? How does my behaviour affect others?	What is the difference between small and big feelings? How can I keep safe online? What makes others happy? Difference between teasing, joking and bullying To know not everyone feels the same or the same way about things	How do feelings affect my behaviour? How can I manage my feelings? What am I good at? (Strengths and weaknesses) Varied vocabulary to talk about feelings in different ways	What is resilience? What does it mean to have responsibility over my choices and actions? To know about discrimination To know feelings can change over time and intensity Everyday things affect feelings and the importance of expressing feelings	What is mental health? How do I negotiate and compromise? How do I stay safe on a mobile or a tablet? How can I be happy being me? (Body image) Recognise warning signs and mental health and wellbeing and how to seek support for themselves and others	How can I challenge negative thoughts and feelings? What is stereo-typing? How can the internet positively and negatively affect mental health? That mental and physical health are part of daily life - the importance of taking care of mental health Know strategies and behaviours that support mental health

Relationships and Sex Education *Discrete PSHE Lessons in Summer term*	Who are people in my life who love and care for me? Similarities and differences between people Ways in which we are unique Similarities and differences between girls and boys	What is private? (Body parts) Name main parts of the body including external genitalia What happens when the body changes from old to young? How people's needs change as they grow older How to manage when finding things difficult What is fair/unkund/kind?	What is personal space? What does a healthy relationship look like? Why is being equal important in relationships? To recognise own individuality and personal strengths	What is diversity? Do boys and girls have different roles? What changes happen to my body? To know about personal identity (ethnicity, faith, culture, hobbies)	What is puberty? Hygiene routines around puberty Physical and emotional changes What are the different relationships in my life? What is unwanted touch? Understanding FGM (can opt out) Know that for some people gender identity does not correspond with their biological sex	What changes happen in my life? What happens in a loving relationship? What is forced marriage? How is a baby made? How to manage setbacks and failures Identify reproductive organs in males and females and how puberty relates to human reproduction
Living in the Wider World *Links to Citizenship and Heritage theme, STEM and Careers*	What are class rules? (British Values) What groups do I belong too? (School/Family) How are we the same and different (Class) Why do we need rules? Where does money come from? What is the environment?	Why do we need rules and why we have different rules for different situations How to care for the environment How people and other living things can help to look after the environment. What groups and communities am I a part of? How do we make choices are spending money?	How do rules and the law protect me? What is the difference between my local British communities and global communities? What does being a community mean? What are the links between money and work?	What are the rights of the child? (RRS) Know some groups protect inequalities (NSPCC, Action Aid etc) How do we look after our money? Know we need more/less money for large/small items What is sustainability? Have pride in locality To value the contributions people and groups make to the community.	How are rules and the law made and changed? What is Fair Trade? How can I develop my enterprise skills? What are the benefits of living in a diverse community? To understand prejudice and discrimination and how to respond if witnessed or experienced. Begin to understand value of saving money	Why is it important to be critical of the media online and offline? How do people manage money? Know resources are not shared equally on a global basis Know political decisions have an adverse effect on the environment Plan and budget for an event What happens when people overspend? What do I want to be?

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

7. Roles and responsibilities

7.1 The governing board

The Regional Director will approve the RSE policy, and hold the Principal to account for its implementation.

7.2 The Principal

The principal is 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 (

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive and age-appropriate way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils 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.

All class teachers are responsible for teaching RSE curriculum at OAB.

7.3 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents have the right to request that their child be withdrawn from some or all of **sex education** delivered as part of statutory RSE. However, they can not withdraw their children from the content that is taught as part of the **science curriculum**. Parents can not withdraw children from **relationships education.**

G. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

PSHE and Curriculum leads across the academy participate in robust CPD programmes to support staff in delivering a high-quality and informative RSE curriculum, and to support parents with understanding their child's RSE curriculum. This is reviewed each year.

The principal will also invite visitors from outside the school, such as school nurse to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE lead through:

- Planning scrutinises
- Learning walks
- Lesson observations
- Book/ Showbie scrutinises
- Pupil voice

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Personal Development Curriculum

The Personal Development curriculum is broken down into the following areas which cover the below co

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