



# **Relationships & Sex Education Policy**

Oakfield Short Stay School

Updated: November 2025  
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## **1. Context/Introduction**

“All schools must have an up-to-date policy, which is made available to parents and others.”

### **The policy must:**

- Define relationships education
- Define any sex education they choose to teach other than that covered in the science curriculum
- Set out the subject content, how it is taught and who is responsible for teaching it
- Describe how the subject is monitored and evaluated
- Include information to clarify why parents do not have a right to withdraw their child
- Confirm the date by which the policy will be reviewed.”

## **2. Statement of Intent**

At Oakfield we believe that ensuring a Relationship and Sex Education curriculum is essential to enabling pupils to learn the responsibilities inherent in relationships and the importance of family.

Here at Oakfield we aim to:

- Encourage pupils to have a regard for moral considerations, the value of family life, the responsibility of parenthood and to recognise religious and cultural differences.
- Encourage pupils to consider the importance of self-restraint, dignity and respect for themselves and others.
- Present facts in a balanced and objective way so that pupils understand that there are different sexual attitudes and behaviour.
- Encourage pupils to consider their own attitudes and make informed reasoned and responsible decisions both in school and in later adult life
- Make pupils aware of what is and is not lawful

## **3. What is Relationship and Sex Education?**

At Oakfield, relationships education is part of a broad and balanced curriculum and provides lifelong learning about the physical, social, legal and emotional aspects of human relationships. It teaches pupils how to develop and maintain healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. Through our broad curriculum, children will gain an understanding of how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Sex education is defined as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour including human reproduction. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. The discussions about sexuality, meaning sexual activity and sexual orientation, are discussed at a level which pupils will be able to access. The curriculum will be sensitive to the diversity within religion and different cultures.

Research demonstrates that good, comprehensive relationship and sex education does not make young people more likely to become sexually active at a younger age.

## **4. Moral and Values Framework**

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Relationship and sex education will reflect the values of the PSHE and Citizenship programme. RSE will be taught in the context of relationships.

Our school teaches RSE based on the following principles:

- Self-respect.
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- An awareness of the way others feel.
- Mutual support and co-operation.
- Honesty and openness.
- The acceptance of the responsibility for and the consequences of personal actions.
- The right of people to hold their own views within the boundaries of respect for the rights of others.
- The right not to be abused by or taken advantage of by other people.
- The right to accurate information about relationships.
- The value of stable loving relationships.

## **5. Aims and Objectives for Relationship & Sex Education**

RSE at Oakfield will put in place the building blocks needed for positive, safe and healthy relationships of all kinds. We aim to equip children for adult life and enable them to make a positive contribution to society. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline relationship.

RSE at Oakfield will meet the needs of all pupils, whatever their developing sexuality or identity. This includes age appropriate teaching about different types of relationships in the context of the law. The objectives of Relationship and Sex Education at Oakfield are;

### **Attitudes and Values**

- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To develop resilience, to know how and when to ask for help, and to know where to access support.
- To respect and care for their bodies

### **Personal and Social Skills**

- To provide the confidence to be participating members of society and to value themselves and others;
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To foster respect for others and for difference by learning about the society in which they are growing up
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities. Children should develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

## **Knowledge and Understanding**

- To provide the knowledge and age appropriate information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils gain access to information and support
- To be prepared for puberty and adulthood

## **6. Values and Ethos**

Here at Oakfield we believe that RSE is vital for the personal social and emotional development of our pupils. It equips pupils with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their well-being. We believe that all children and young people have a right to holistic, inclusive and needs—led RSE. We aim to ensure that relationship and sex education is delivered in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life.

We believe that through providing high quality RSE, our pupils are supported and best prepared for life after school.

### **Legislation Documents that inform our RSE policy include:**

- Education Act (1996)
- Learning and Skills Act (2006)
- Education and Inspection Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Children and Social Care Act (2017)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Keeping Children Safe in Education – Statutory safeguarding guidance (2021)

## **7. The teaching programme for Relationship and Sex Education**

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RSE is taught alongside our Personal Social & Health Education (PSHE) programme and is taught by classroom teachers, teaching assistants and, if appropriate, outside visitors. Children will be able to identify boundaries and privacy so that they understand they have rights over their own bodies and know how to seek advice when they suspect or know something is wrong. Children will develop the vocabulary and confidence needed report incidents.

In Key Stage 1 children will learn:

- about body parts
- differences between males and females
- hygiene
- friendships and family
- how to look after the body
- about family differences

In Lower Key Stage 2 children will learn:

- to develop self-esteem
- to challenge gender stereotypes
- decision making
- puberty

In Upper Key Stage 2 children will learn:

- Puberty and hygiene
- Becoming men and women
- Menstruation and wet dreams
- Building good relationships
- Being a parent
- Contraception
- Relationships and reproductions.

Teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

In Secondary, children will receive an RSE education that:

Focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

- Families
- Respectful relationships, including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff.

Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to and they will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches

## **8. How is Relationship and Sex Education organised and taught at Oakfield?**

Kim Roberts is the designated teacher with responsibility for coordinating relationship and sex education across both sites in Primary.

At Secondary, Carly Bell is the designated teacher with responsibility.

Relationship and sex education is delivered through Science and PSHE activities. It is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant. For example, single sex groups may be particularly important for pupils who come from cultures where it is only acceptable to speak about the body in single gender groups.

Pupils' needs will be assessed before any planning and teaching takes place. This will involve an informal teacher assessment of the age, relative maturity and general learning ability of different classes, followed by the planning of a differentiated curriculum that those pupils will be able to access. This provision will be differentiated and refined further as an ongoing process as the level of pupils understanding is assessed on an individual basis. Teachers will deliver the RSE curriculum in a way that allows pupils to explore varying viewpoints by ensuring that the information is unbiased and impartial.

In response to any specific individual needs that may arise – for instance, in providing differentiated learning resources for ASD pupils or those with sensory impairment – the RSE Coordinator will liaise where necessary with other service providers.

The teaching of RSE will adopt different approaches, with a high emphasis on discussion. Visual resources such as appropriate videos and DVDs and books will be used – these are accompanied by teaching materials and enable pupils to debate what they see.

Teachers will identify pupils' individual needs for support and deploy Teaching Assistants and/or additional resources as necessary so that every pupil is enabled to take part in the lesson to the best of his or her ability. At Oakfield some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These children will need help and interventions to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

The RSE Coordinator can be consulted for advice regarding the selection of resources.

## **9. Assessment and Reporting on Learning**

In RSE lessons, teachers will assess progress both formatively (with comments made on pupil work for instance) and summatively (by way of a quiz type assessment of pupil learning at the end of a topic for instance).

Teachers may wish to make additional formal assessments by picking key learning objectives for selected lessons and evaluate learning against them. It is not just acquired facts that will be assessed, pupils' progress in attaining new skills and reflecting on values will also be monitored too.

## **10. Equality**

Our RSE curriculum complements, and is supported by our wider school views on behaviour, inclusion, respect for equality and diversity, and bullying, as a result RSE contributes to fostering equality and respect throughout school life. It is very important that gender equality is a clear and continuous thread, ensuring that our pupils are provided with a consistent approach to equalities in the curriculum and wider school life.

Through our RSE curriculum we will support our pupils with their understanding of diversity regarding religion, gender, culture and sexual orientation. The RSE curriculum will support the wider school curriculum in working to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion, and gender.

The importance of acceptance of difference and diversity will be taught including the promotion of gender equality, the challenge of gender stereotypes and inequality and the promotion of equality in relationships. As a result, we will ensure that all RSE resources used promote equality and are assessed prior to being used within our curriculum.

## **11. Monitoring and Evaluation**

Monitoring is the responsibility of the Head Teacher, Quality of Education Sub-Committee and Teacher(s) with responsibility for relationship and sex education. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

RSE issues will be included in the induction programme for all new members of staff.

## **12. Specific Issues**

- **Parental consultation**

Parents and carers have an especially important role to play in SRE as they need to feel confident that the school's programme complements and supports their role. Policies are available to view on the school website.

Oakfield will ensure parents know what will be taught and when. Parents and carers will be provided with opportunities to understand and ask questions regarding the purpose and content of RSE. They will also be provided with opportunities to view the resources being used to enable them to continue the conversations started in class at home.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. A meeting may be arranged with the Executive Headteacher to discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. There may be exceptional circumstances where the headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

Parents do not have the right to withdraw their child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

- **Child Protection / Confidentiality**

Teachers need to be aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform a Designated Safeguarding Lead in line with the LA procedures for child protection and the schools Safeguarding Policy and Procedures.

A member of staff cannot promise confidentiality if concerns exist.

- **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions.

Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Teachers will endeavour to answer questions as honestly as possible. However, if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

- **Responses to touching of genitals and masturbation**

At Oakfield we are fully aware that our young people are changing and growing therefore our curriculum reflects the help and support required to tackle sensitive and spontaneous issues.

Curiosity in one's own body is part of normal development as is the touch of genitalia and masturbation, which are part of normal sexual behaviour. For many of our young people touching their genitalia may be a way of exploring their bodies, gaining sensory stimulation or enjoyment. This may occur in response to many different stimuli.

Without information and support they may not fully understand what is happening when they touch their bodies, or the different feelings they are experiencing. They may not understand the rules of society naturally their understanding of what behaviour is acceptable may be impaired.

It is important for young people to learn these social rules as behaving inappropriately in public situations can put them at risk and increase their vulnerability.

At Oakfield, staff work to ensure that young people are taught effectively, they will not impose their own individual views regarding this behaviour and will work with our pupils in order to adopt strategies which take account of an individual's needs and behaviours.

Although this can be challenging, we feel that it is essential to work with a young person as soon as such behaviours become apparent. The overall aim at Oakfield, in relation to masturbation and genital touching, will be to support our young people to learn about appropriate behaviours, privacy and hygiene. This will take place through teaching and learning about the concept of public and private, delivering consistent messages in relation to the subject matter as well as to incidents as they occur. Reinforcement of the fact that there are no 'private' spaces within the school environment is maintained.

All staff will be consistent in their approach, agreed actions may incorporate:

- Utilising visual means of showing that it is a 'private time' activity
- Using symbols/flashcards e.g. outlining unacceptable behaviour within the classroom

- Not ignoring behaviour but, at the same time not drawing too much attention to prevent inadvertent behaviour reinforcement

- **Working with external agencies**

When appropriate, visitors may be involved in the delivery of relationship and sex education, particularly in Key Stage 2. All visitors must abide by the school's policy.

Oakfield will request to see the materials visitors will use as well as a lesson plans to ensure it meets the full range of pupils' needs.

- **Children with special needs**

Teaching and resources will be tailored to meet the specific needs of pupils at different developmental stages.

### **13. Process for Policy Development**

This policy has been developed to reflect changes to the curriculum and current thinking.

Future review and development will include auditing existing provision such as auditing resources and gaining feedback from pupils, parents and teachers (who may be new to delivering some aspects of the work) in order to develop, implement, monitor and evaluate the curriculum.

The policy may be modified to comply with future government directives and legal requirement.

