



Relationships and Sex Education Policy

**Oasis Academy Leesbrook
Updated January 2024**

The aims of relationships and sex education (RSE) at our academy are to build upon the important foundational work of RSE at KS1 and KS2 and:

- Provide a framework within which sensitive discussions can take place in a safe space
- Prepare pupils for adolescence and adulthood, giving them an understanding of sexual development, sexual health 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
- Prepare pupils for an adult life featuring healthy, respectful and fulfilling relationships
- Foster respect, tolerance and love for others, regardless of race, gender, religion or difference, within a framework of equality of opportunity, fairness and inclusivity

“The aim of RSE is to give young people the information they need to help them develop **healthy, nurturing relationships of all kinds**, not just intimate relationships. It should enable them to **know what a healthy relationship looks like** and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover **contraception, developing intimate relationships and resisting pressure to have sex** (and not applying pressure). It should teach what is **acceptable and unacceptable behaviour** in relationships. This will help pupils understand the **positive effects that good relationships have on their mental wellbeing**, identify when relationships are not right and understand how such situations can be managed.” DfE 2020

Statutory Requirements

As a secondary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We are duty-bound to meet the requirements set out by 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](#).

Academies must follow the guidance outlined in the document:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The Equality Act 2010 details some key equality provisions for the delivery of education and a duty for public bodies, such as OCL, to have due regard to the need to eliminate discrimination, advance

equality of opportunity and foster good relationships between different groups (Public sector Equality Duty). There are three key elements:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation) and people who do not share it
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

Academies must also be mindful of the SEND Code of Practice when planning for these subjects

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

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

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 were invited to attend a meeting about the policy
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

Definition of RSE

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**:

- A curriculum which encourages or promotes sexual exploration and experimentation
- A curriculum which compromises faith perspectives on relationships
- An excessively liberal curriculum which exposes pupils to intimate issues before they are emotionally mature

Curriculum

Our curriculum is set out as per Appendix 1, however we reserve the right to adapt it as and when necessary in order to respond effectively to safeguarding issues.

We have developed the curriculum in consultation with the Trust, parents, pupils and staff, taking into account 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 do not seek answers online.

Secondary RSE focuses upon the following areas:

- Families
- Respectful Relationships including Friendships
- Online Relationships and Social Media
- Being Safe
- Intimate in Sexual Relationships, including Sexual Health

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

RSE is taught within our Character Curriculum (delivered in a one-hour lesson every week) with biological aspects delivered through the science curriculum. Some other aspects are included in the Religious Education (RE) curriculum.

The Curriculum Leader of the Character Curriculum is Laura Ablett. She can be contacted via her school email: laura.ablett@oasisleesbrook.org.

Oasis Academy Leesbrook have developed a bespoke Character Curriculum which incorporates the teaching of PSHE, Citizenship, RSE and Character Virtues into a tailor-made, developmentally thematic curriculum delivered by Form Tutors. The Character Curriculum has been developed to ensure the needs of all children at the academy are addressed appropriately.

Staff receive training to ensure that an accepting culture is maintained and understood and open, honest relationships are held between all. Pupils discuss and debate issues in a considered and sensitive fashion, showing respect for others' ideas and points of view. The curriculum is deliberate in combining key skills and knowledge along with character development and social-emotional learning. It prepares pupils for a future of their choice; promotes opportunity and diversity and meets the needs of the community it serves.

Our Commitment to Equality

Equality and inclusion are at the heart of Oasis. We have a passion to include everyone and a deep desire to treat everyone equally. We accept others for who they are and respect differences.

At Oasis Academy Leesbrook we ensure we promote equality and eliminate discrimination. Our aim is to provide an excellent education for all our students. Our way of doing this is to work hard to improve students' attainment and the standards of teaching and learning continually. At the same time, we also aim to meet the needs of the whole person and the whole community because we understand that the whole of life is education and that everyone who is part of a student's life

affects that student's understanding of life and, therefore, his or her education. In this sense, every person matters.

Our Commitment to the Equality Act 2010

The Equality Act 2010 gathers together various different pieces of equality legislation which have been developed over a number of recent years. It sets out some key equality provisions for the delivery of education and a requirement for public bodies to eliminate discrimination, advance equality of opportunity and foster good relationships between different groups. Against the background of the UK's increasingly diverse communities, Oasis recognises that this Act plays a major role in recognising the UK's historic commitment to tolerance.

The Equality Act 2010 is, therefore, an important and significant piece of legislation for Oasis because its key provisions underpin the aim of Oasis itself: an equal and inclusive society in which difference is understood and respected. This Academy is committed to meeting its obligations within the law and being a good expression of Oasis' own commitment to equality.

Our Equality Objectives

The Academy's Equality objectives outline how we are complying with the public sector equality duty, including details of how we are eliminating discrimination, improving equality of opportunity for people with protected characteristics, and involving those affected by inequality to inform our decisions on this issue. Our Academy Equality Objectives are;

1. Oasis Academy Leesbrook strive to ensure there is equality of opportunity for all pupils in all aspects of life at the academy.
2. Inclusive opportunities for all individuals are constantly developed to allow all pupils to strive to achieve their best and reach their full potential.
3. Oasis Academy Leesbrook endeavours to build strong bonds with all stake holders to ensure all barriers to learning that can hinder or exclude individuals or groups of pupils are eliminated.
4. The Oasis 9 Habits are used to inspire our pupils to ensure everyone at Oasis Leesbrook is inclusive in their actions and treat others equally. Character development, which incorporates inclusive behaviour towards others and an understanding that everyone is an equal, enable our pupils to be the very best people they can be. This is one of the core goals of students at Oasis Academy Leesbrook.

Special Educational Needs

Relationships Education, RSE and Health Education must be accessible for all students. This is particularly important when planning teaching for students with special educational needs and disabilities who represent a large minority of students in our Trust.

High quality teaching is differentiated and personalised at the starting point to ensure accessibility. Individual and/or Special educational needs are addressed using intervention to support individual needs and development, especially where there are severe developmental delays. Approaches for our SEND pupils are individualised and designed in consultation with the Inclusion Team.

Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ)

In teaching Relationships Education and RSE, we ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect.

- All of our teaching is sensitive and age appropriate in approach and content.

- Teaching students about LGBTQ is developed through fully integrated programmes of study rooted in a number of themes across the KS3 and KS4 curriculum to ensure the issue is delivered within a broader field of enquiry for deeper learning and connections.

Roles and Responsibilities

The CEO

The CEO, in consultation with the NET and CSG, will approve the SRE policy, on behalf of the Trustees. The CEO will hold Regional Directors to account for its implementation.

Regional Directors (RDs) and Principals

RDs will check that **academy leaders** ensure:

- all students make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all students with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

Staff colleagues:

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the (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 Oasis Academy Leesbrook.

Students

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

Right to be Excused

Parents and Carers

- The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.
- All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when, and clearly

communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

- Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

There is no right to withdraw from Relationships Education or Health Education. However, parents have the right to request that their child be withdrawn from some or all of the non-science curriculum sex education delivered as part of statutory RSE.

- OCL expects the Principal (or Deputy) to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Also to explain the detrimental effects that withdrawal might have on the child
- Academies will document this process to ensure a record is kept.
- Once those discussions have taken place, except in exceptional circumstances, the academy should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the academy should make arrangements to provide the child with sex education during one of those terms.
- This process is the same for students with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.
- If a pupil is excused from sex education, it is the academy's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Training

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

Throughout the course of the academic year delivery of the Character Curriculum is reviewed and quality assured and responsive training (CPD) is incorporated into the professional development calendar.

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

Monitoring

The delivery of RSE is monitored by the Senior Leadership Team through:

- Quality Assurance of planning through SLT Member in charge of Safeguarding
- Learning walks
- Lesson observations
- Work scrutinies
- Pupil Voice

- Staff Voice

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by Deputy Principal annually. At every review, the policy will be approved by Regional director and Principal.

Spiralling Key Themes (RSE)





Year 7 The Blended Character Curriculum

Term 1			Term 2			Term 3		
Session	Focus	Curriculum Links	Session	Focus	Curriculum Links	Session	Focus	Curriculum Links
A	LIFE AT LEESBROOK	RSE	C	ANTI-SOCIAL BEHAVIOUR	Citizenship	E	RISKY BEHAVIOUR	Self-Care
				Contextual Safeguarding Session 2			Contextual Safeguarding Session 4	
1	Organisation		1	The Law of the Land		1	Drugs	
2	Friends		2	Roles and Duties of the Police		2	County Lines	
3	Kindness		3	Crime Prevention		3	Vaping – 'safe' smoking????	
4	The power of our words		4	Vandalism		4	Managing risk	
5	Dealing with confrontation		5	Knife Crime – Nationally and Locally		5	Safety at home	
6	Bullying					6	Safety online	
B	OUR RIGHTS	Citizenship	D	BODY AND MIND	Self-Care	F	THE WORLD AROUND US	Self-Care [E-safety]
	Contextual Safeguarding Session 1			Contextual Safeguarding Session 3			Contextual Safeguarding Session 5	
1	What is citizenship?		1	What is mental health?		1	Online Privacy	
2	What are rights?		2	Physical health & mental health – the links		2	Online Gaming	
3	The Rights of the Child		3	Personal Hygiene		3	Fake News	
4	Our Responsibilities – the Global Community		4	Changing Bodies and Puberty		4	Radicalisation and Prevent	
5	Our Responsibilities – Respecting Diversity		5	Oral Health		5	Radicalisation and Prevent	
6	Our Responsibilities – Modern Day Slavery					6	Online Responsibility	

Year 8 The Blended Character Curriculum

Term 1			Term 2			Term 3		
Session	Focus	Curriculum Links	Session	Focus	Curriculum Links	Session	Focus	Curriculum Links
A	RESPECTING DIVERSITY	Citizenship	C	CHANGING RELATIONSHIPS	RSE	E	TBD	TBD
				Contextual Safeguarding Session 2			Contextual Safeguarding Session 4	
1	Respect – what, why and how [seeing each other as human]		1	Families in Modern Society		1		
2	Racism – Race and Oldham		2	Cohabitation, Marriage, Separation and Divorce		2		
3	Homophobia		3	Separation and Divorce – The Purpose and Impact		3		
4	British Values		4	The Effects of Change on Family: Bereavement, Separation, Loss		4		
5	Diverse Britain		5	All shapes and sizes: Single-parent families		5		
6	What is 'Britishness?'					6		
B	PUNISHMENT & JUSTICE	Citizenship	D	DRUGS	Self-Care	F	HEALTHY RELATIONSHIPS	RSE
	Contextual Safeguarding Session 1			Contextual Safeguarding Session 3			Contextual Safeguarding Session 5	
1	What happens when a person is arrested?		1	Drugs and their effects		1	What is a healthy relationship?	
2	The Criminal Justice System		2	Alcohol: Why do people drink?		2	Healthy romantic relationships	
3	Causes of Crime		3	Responsible Drinking		3	Relationships online	
4	Prisons and Punishment		4	Alcohol, the law and politics		4	Managing emotions in relationships	
5	County Lines		5	Mental health, alcohol and drugs		5	Consent	
6	Staying Safe Online – Sexting and Cyberbullying		6	Alcohol in Modern Britain		6	Managing break-ups – online and in 'real' life	



Year 9 The Blended Character Curriculum

Term 1			Term 2			Term 3		
Session	Focus	Curriculum Links	Session	Focus	Curriculum Links	Session	Focus	Curriculum Links
A	MONEY MATTERS	Self-Care	C	RESPECTING OTHERS	Citizenship	E	TBD	TBD
				Contextual Safeguarding Session 2			Contextual Safeguarding Session 4	
1	Budgeting – spending and saving		1	Valuing others: How and Why		1		
2	Borrowing and paying		2	Valuing others: The impact		2		
3	Credit cards and pay day loans		3	Offending others: The impact		3		
4	Payslips and Taxes		4	Respecting Others: Respectful language		4		
5	Mental health and money		5	Respecting Others: Sexuality		5		
6	Seeking help with money					6		
B	RESPECT: YOU AND YOUR BODY	Self-Care / RSE	D	HEALTHY LIFESTYLES I	Self-Care	F	WHAT IS POLITICS????	Citizenship
	Contextual Safeguarding Session 1			Contextual Safeguarding Session 3			Contextual Safeguarding Session 5	
1	Body Image		1	Vaccinations		1	Our right to vote	
2	Eating Disorders		2	Self Screening		2	The main political parties	
3	Sexual and Reproductive Health		3	Looking after reproductive health		3	MPs	
4	Self harm and Seeking Help		4	Vaping and your health		4	How do elections work?	
5	Eating Responsibly		5	Drugs and your health		5	Leaders in politics	
6	Exercising Responsibly					6	The Monarch	



Year 10 The Blended Character Curriculum

Term 1			Term 2			Term 3		
Session	Focus	Curriculum Links	Session	Focus	Curriculum Links	Session	Focus	Curriculum Links
A	MENTAL WEALTH	Self-Care	C	REAL LOVE ROCKS II	RSE	E	LIFE FOR BEGINNERS I	Self-Care
				Contextual Safeguarding Session 2			Contextual Safeguarding Session 4	
1	What is Mental Wealth?		1	When the time is right – different perspectives on sex in relationships		1	Independent Living: The Basics – Prioritising and Budgeting	
2	Mental Ill-Health and Stigma		2	Consent		2	How To: Open an Account	
3	ACE's -		3	Contraception		3	How To Pay! DDs and SOs	
4	Managing Changes with Positivity		4	Healthy relationships		4	How To Rent and Buy a property	
5	A perfect storm? Anxiety, stress and depression		5	Sexting and Texting: The law and your rights		5	How To: Get Services	
6	Happiness – The Secret Recipe					6	How To: Apply for Support	
B	REAL LOVE ROCKS	RSE	D	MENTAL WEALTH II	Self-Care	F	LIFE FOR BEGINNERS II	Self-Care
	Contextual Safeguarding Session 1			Contextual Safeguarding Session 3			Contextual Safeguarding Session 5	
1	Relationships in our lives: School, work, family, friends, romance		1	Mindfulness		1	How To: Use the NHS	
2	Rights, responsibilities and respect in relationships		2	Mental Wealth and Drug Use		2	How To: Seek support for addiction	
3	FGM and Honour Violence		3	Mental Wealth and the Online World		3	How To: Seek support for domestic violence	
4	Peer on Peer Abuse		4	Mental Wealth and Body Image		4	Mental Health Conditions	
5	Harassment and Upskirting		5	Seeking Support – Charities, Self-Help, Therapy and Friends		5	How To: Seek support for mental health conditions	
6	Grooming					6	How To: Have a healthy lifestyle	



Year 11 The Blended Character Curriculum

Term 1			Term 2			Term 3		
Session	Focus	Curriculum Links	Session	Focus	Curriculum Links	Session	Focus	Curriculum Links
A	THE TRUTH ABOUT SEX I	RSE / Self-Care	C	THE TRUTH ABOUT SEX II	RSE / Self-Care	E	Re-Teach	
				Contextual Safeguarding Session 2				
1	Everyone's Doing It? The truth about sex		1	Sexual Health – Misoarriage		1		
2	Consent and Sexual Relationships		2	Sexual Health: Unplanned Pregnancy		2		
3	Respect in Romantic Relationships: Healthy Relationships vs Coercive		3	Sexual Health – Changing Bodies		3		
4	Peer on Peer Abuse – Upskirting and Harassment		4	Young Parenthood		4		
5	Peer on Peer Abuse – Sexting and Texting		5	Alcohol, Drugs and Sex		5	Exams Commence	
6	Diversity in Relationships: Sexuality, Gender Identity and Sex		6	Mock Window		6		
B	THE TRUTH ABOUT SEX II	RSE / Self-Care	D	Re-Teach	Self-Care	F		
	Contextual Safeguarding Session 1							
1	The problem with pornography		1			1		
2	Sexual Health: STIs and HIV		2			2		
3	Sexual Health - Fertility		3			3		
4	Mock Window		4			4		
5			5			5		

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Year group	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL



Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. e.g. Joe will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom