

# Relationships and Sex Education Policy

Oasis Academy Enfield



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## 1. Aims and Ethos

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

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

We believe relationships and sex education is important for our pupils and our school because we believe in the power of voice and choice which is bound up in a deeper aspect of consent. We also believe in developing a sense of agency in children and understanding their biological make up can help them make better choices about their body.

We view the partnership of home and school as vital in supporting healthy social and cultural development as outlined above. We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND).

OAE also recognises that it has an obligation to take positive action to build a culture where any occurrences of sexism, misogyny, homophobia and gender stereotypes are identified and tackled rather than being tolerated. All adults have an important role to play in modelling positive behaviours.

## 2. Statutory requirements

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Oasis Academy Enfield, 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 member of staff or 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 approved

## 5. Curriculum

Our RSE curriculum is set out 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, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

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

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

For more information about our RSE curriculum, see Appendices 1 and 2.

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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## 6.1 Safe and Effective practice

We will ensure a safe learning environment by:

- Teachers and pupils will agree to ground rules at the beginning of the programme and remind each other of the rules at the beginning of each session.
- Physical distancing for some parts of the curriculum for older children will be carried out to ensure a safe and comfortable environment with someone they feel safe and comfortable with.
- Pupils' questions will be answered by the teacher or their chosen person to discuss sensitive issues.
- Adults will be notified prior to the programme being delivered who their key pupils will be.
- Sensitive issues will be handled by each child's chosen person so that they wish to speak about these issues.
- Pupils will be able to raise questions anonymously by putting them in a questions box

### Safeguarding

- Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.
  - Teachers will consult with the designated safeguarding lead and in his /her absence their deputy and record on CPOMS.
  - Visitors/external agencies which support the delivery of RSE will be required to be DBS checked and report to the HR manager ahead of entering the school (checks to be carried out prior to arriving at the school.)

## 7. Roles and responsibilities

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;
- 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 SRE in a sensitive way
- Modelling positive attitudes to SRE
- 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 SRE Staff do not have the right to opt out of teaching SRE.

Staff who have concerns about teaching SRE are encouraged to discuss this with the principal.

The RSE Programme will be led by an Assistant Principal and another subject specialist in the Personal Development Department. It will be supported by all members of staff during Oasis Life Weeks- Humanities faculty.

### **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 withdraw their children from the non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

Alternative school work will be given to pupils who are withdrawn from sex education.

## **9. Training**

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

The headteacher 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.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by a Deputy Principal and the Assistant Principal through:

- Learning walks
- Quality Assurance of resources
- Conversations with teachers and students

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

The OCL National policy will be reviewed by the National Education Team regularly. At every review, the policy will be approved by the CEO. The OAE PSHE and RSE policy will be reviewed every 2 years.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn 1	<p><b>Relationships RSE 1:</b></p> <ul style="list-style-type: none"> <li>• What does it mean to be a student at an Oasis Academy?</li> <li>• How do we navigate making new friends in secondary school?</li> <li>• How do we stay safe online?</li> </ul> <p><b>Core Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>• How the 9 habits impact our lives?</li> <li>• The impact negative relationships can have on us.</li> <li>• How to give consent?</li> <li>• How to seek support for mental health?</li> <li>• How to empathise with others?</li> <li>• How to say no?</li> <li>• How to stay safe online?</li> </ul>	Link to full PSHE LTP/PPTs
Year 8	Spring 1	<p><b>Relationships RSE 2</b></p> <p>Love and relationships is reintroduced with a more mature focus of family and personal relationships</p> <p><b>Family:</b></p> <ul style="list-style-type: none"> <li>• What are the different family types?</li> <li>• What is marriage?</li> <li>• What is divorce?</li> <li>• How can change affect us?</li> <li>• What are modern families like?</li> </ul> <p><b>Core Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Challenges faced by blended families and how these can affect the family members.</li> <li>• The impact of divorce or separation.</li> </ul>	Link to full PSHE LTP/PPTs

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Spring 2	<p><b>Relationships RSE 2</b> Love and relationships is reintroduced with a more mature focus of family and personal relationships</p> <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• What does a healthy relationship look like?</li> <li>• What can make a relationship unhealthy?</li> <li>• How do we manage our emotions in a relationship?</li> <li>• How do we manage a breakup?</li> </ul> <p><b>Core Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>• How to manage the digital legacy of a breakup.</li> <li>• How to give consent.</li> <li>• How to know that someone has given consent.</li> <li>• Understanding how emotions within a relationship can affect us and others.</li> <li>• The effect social media and catfishing can have on us or others</li> </ul>	



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Summer 2	<p><b>Relationships RSE 4</b></p> <p>Year 9 ends with an RSE unit which provides opportunities to recap some of what has been learnt in year 8 and then explore issues in greater depth in preparation for KS4.</p> <p><b>Sex and Relationships:</b></p> <ul style="list-style-type: none"> <li>• When is the right time for sex?</li> <li>• Sexting and texting</li> <li>• Accessing support</li> <li>• Contraception</li> <li>• Coercive control</li> </ul> <p><b>Core Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>• How to give consent</li> <li>• How to understand it consent has been given</li> <li>• Understanding how to seek support for an unhealthy relationship.</li> <li>• The impact of Sexts being shared.</li> </ul>	
Year 10	Autumn 2	<p><b>Relationships RSE 5</b></p> <p><b>Relationships- Healthy and Unhealthy Relationships</b></p> <ul style="list-style-type: none"> <li>• What is consent?</li> <li>• What is coercive control?</li> </ul> <p><b>Core Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand how consent works</li> <li>• How to know if your relationships are healthy or unhealthy</li> <li>• How to get support for unhealthy relationships and coercive control</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Spring 1	<p>RSE 6  <b>Relationships- Contraception and Pregnancy</b></p> <p><b>Core Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>• How to know if your relationships are healthy or unhealthy</li> <li>• How to get support for unhealthy relationships and coercive control</li> <li>• How and where to access contraception and support</li> <li>• How to access support for an unplanned pregnancy</li> </ul>	
Year 11	Autumn 1	<p>RSE 7  <b>Key statutory RSE themes have been reintroduced (e.g. consent) but have been reconsidered to include other elements previously studied e.g. alcohol and drugs.</b></p> <ul style="list-style-type: none"> <li>• How do we know if someone has given consent?</li> <li>• What does a healthy relationship look like?</li> <li>• What is coercive control?</li> </ul> <p><b>Core Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>• How to know if someone has given consent.</li> <li>• How to be respectful and know if someone is being respectful in a relationship</li> <li>• The impact of pornography on body image and sexual relationships</li> <li>• How relationships differ</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Autumn 2	<p><b>RSE 8</b>  <b>Newer concepts such as pornography, young parenthood and infertility have also been included as these typically become highlighted areas at the age of 15-16.</b></p> <ul style="list-style-type: none"> <li>• How do we look after our sexual and reproductive health?</li> <li>• How do we deal with unplanned pregnancy?</li> <li>• How do we cope with adverse childhood experiences?</li> </ul> <p><b>Core Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>• How to know the signs of being ready or not ready for sex</li> <li>• The impact of sexting and how to cope if a sext is shared.</li> <li>• How the different types of contraception work</li> <li>• How the different types of contraception are suited to different people and different types of relationship.</li> <li>• How to deal with an unplanned pregnancy</li> <li>• The impact of dealing with an unplanned pregnancy</li> </ul>	

## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
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	