PHSE/RSE Policy

Oxlow Bridge School

Approved by: Full Governing Body
Reviewed and evaluated: June 2026 (Draft)
Ratified by Governors: November 2026
Next Review date: November 2027

Purpose

This policy helps ensure that the whole school community (pupils, parents/carers, staff, and governors) have a shared understanding of this important area of the curriculum. It is accessible to all stakeholders on the school website or by request.

This policy has been written alongside the government guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025)

As a school which values personal development in our children and young people, this policy will be reviewed, evaluated and updated annually. In the event of adverse local or national developments, an earlier review and enhanced monitoring of this policy may be required

Parents will be consulted and asked to review this policy each time it is monitored and reviewed.

This is a working document which provides guidance and information on all aspects of RSE as part of the PSHE curriculum and aims to provide a secure framework within which staff can work.

The term Relationships and Sex Education, RSE, is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

PSHE/RSE helps all pupils develop as individuals in a wider society. Pupils learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others.

Guiding Principles/Ethos

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

As a school, we are also required to comply with relevant requirements of the Equality Act 2010 which states under section 2.21, that schools have a duty to deliver key areas of the curriculum such as religious education or sex and relationship education.

We also recognise our responsibility to be fully inclusive and non-discriminatory in the delivery of our PSHE and RSE curriculum.

At Oxlow Bridge, we uphold the following statements regarding the teaching of PSHE and RSE:

- That it is a partnership between home and school
- Is relevant and personalised to students at each stage of their development and maturity

- Is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- Includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- Helps students understand on and offline safety, consent, violence and exploitation
- Is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age
- Uses active learning methods and is planned, assessed and evaluated
- It teaches students about the law and their rights to confidentiality even if they are under 16 and is linked to school-based and community health services and organisations
- That it promotes equality in relationships, recognises and challenges gender inequality and reflects
- girls' and boys' different experiences and needs

Aims

The teaching of RSE as part of the PSHE programme of study, should enhance learning by offering opportunities to improve students' knowledge and understanding of different types of relationships, their own emotions and prepare them for the opportunities, responsibilities and the experiences of later life. We also recognise the importance of a preventative and reactive PSHE curriculum that helps support and safeguard our pupils.

The aim of relationship and sex education (RSE) as part of the PSHE programme of study is to:

- Provide pupils with the knowledge and skills to develop positive, safe and meaningful relationships
- Enable pupils to develop skills and knowledge to support them in living safeguarded lives.
- Develop respectful attitudes and values
- Teach pupils self-advocacy skills including consent
- Develop pupils' understanding of their own bodies and prepare them for puberty and adulthood
- Teach pupils the correct vocabulary to describe themselves and their body
- Develop pupils' understanding of the different types of relationships and the benefit of stable relationships.
- Provide pupils with necessary and accurate information to help them make informed, positive decisions with regards to their own bodies and relationships
- Develop and raise self esteem
- Develop understanding of where and how to ask for help
- Develop confidence and resilience
- Develop understanding of their own rights and the law in relation to RSE
- To encourage pupils to make choices and decisions

- To develop personal autonomy by having a degree of responsibility and control over their lives
- To make a difference or make changes by their individual or collective actions
- To find out that there are different viewpoints which lead to a respect for the opinions of others
- To work safely and carefully.

It is not the aim of RSE to:

- encourage pupils to become sexually active at a young age
- promote a particular sexual orientation/gender identity
- promote personal viewpoints or beliefs

The aims of PSHE is to:

- Develop knowledge and understanding of the social skills and aspects of living in a wider society
- Develop knowledge, skills and understanding around health and wellbeing
- Develop confidence, self-esteem, and emotional resilience
- Develop awareness and understanding of feelings and emotions
- Develop respect and tolerance
- Develop the skills and knowledge to assist with living safeguard lives.
- Develop life skills and prepare pupils for their future

Curriculum Organisation

Curriculum Content for Primary

<u>RSE</u>
Relationships education is taught in Primary.

At Oxlow Bridge, Sex Education is not taught until pupils reach secondary age.

The curriculum in Primary is designed to support pupils understanding and develop the skills that form the building blocks for all positive relationships. It will include how to keep themselves and others safe and how to manage their own feelings as well as responding to the behaviours of others.

Specific areas taught will include

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

<u>Health and Wellbeing</u>
At Oxlow Bridge, many of our students have specific and complex individual health needs. Health education at Oxlow Bridge will focus on a personalised understanding of the

students' own health needs and the importance of nutrition, physical activity/development, hygiene and medical intervention where appropriate.

The aim is that pupils in Primary will gain a greater understanding of their own health needs and will start to build the skills that form the building blocks towards healthy lives and independence

Specific areas taught will include

- General Wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tabacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

Curriculum Content for Secondary

RSE

The Secondary curriculum is designed to build upon the understanding and skills learnt in Primary.

It will provide the pupils with the understanding and skills to develop healthy, safe and nurturing relationships of all kinds.

There will be a greater focus on keeping themselves safe at school, online, at home and within the community.

Specific areas taught will include

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

Online Safety and Artificial Intelligence (AI)

At Oxlow Bridge School, we recognise the increasing use of Artificial Intelligence (AI) and the potential risks it presents to children and young people when accessing and sharing information online. Through our personalised PSHE/RSE curriculum, pupils will be supported to develop an age- and ability-appropriate understanding of the potential dangers of AI, including the creation and sharing of misleading, false or inappropriate content, images and information.

Pupils will be taught about the importance of protecting their personal information and data online, recognising that not everything they see or read online is genuine or trustworthy, and understanding that AI-generated content can be used to mislead,

manipulate or exploit others.
We will work in partnership with parents and carers, sharing guidance, advice and practical strategies to help them understand the risks associated with AI and support them in keeping their children safe when accessing digital technology at home.

Sex Education

Sex Education at Oxlow Bridge will not involve explaining the detail of different forms of sexual activity but may cover sensitive topics such as sexual violence, consent, how to say "no" and how keep themselves safe as well as developing their understanding of who to talk to and how to ask for help if they need advice.

Before sex education is taught, parents will receive a letter and will be invited into school to discuss;

- further details of the curriculum content and coverage
- the learning resources that will be used to support this
- Ideas and activities that can be used to support the pupils at home

Health and Wellbeing

Health education at Oxlow Bridge will build upon the skills and understanding taught in Primary.

It will focus further on preparation for adulthood including developing an understanding of changes in their body and what these changes mean,

Specific areas taught will include

- Mental wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drgs, alcohol, tabacco and vaping
- Health protection and prevention and the healthcare system
- Personal safety
- Basic first aid
- Developing bodies

How will the Curriculum be Taught?

All pupils at Oxlow Bridge school follow a personalised curriculum which is based on their individual needs. PHSE/RSE is embedded within this. Pupils are given the opportunity to work in a variety of ways, as and when appropriate. The curriculum may be taught as individuals or in groups. Each pupil has an individual learning journey which ensures an appropriate and balanced curriculum is delivered.

The areas of learning outlined are taught with sensitivity, inclusivity and care to ensure 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, 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) Our curriculum also ensures that the content is inclusive and reflective of our pupils cultural and religious backgrounds and as such the opportunity to learn about their own and others family background, structure and the wider community is provided within this programme of study.

Who will teach the Curriculum?

Pupils will be taught by staff within the school who are familiar to them and who they have built trusting, professional relationships with.

External agencies who may support the teaching of PSHE/RSE may include

- The Specialist School Nursing team or
- Speech and Language Therapists

How can parents support at home?

Each term, the 'Pupil Zone' on our website will be updated with current curriculum topics, learning resources and ideas for activities that can be completed with pupils outside of school to further consolidate and develop their understanding.

Assessment and Record Keeping

Assessment is ongoing, the school uses Earwig to record and assess progress. This Assessment data is used to inform planning.

Teachers will:

- record key individual developments in pupils' understanding and skills
- record learning outcomes against learning journey targets
- retain representative work examples in the pupil's portfolio on Earwig
- keep records of formal assessments
- use individual pupil records to report to a variety of audiences; parents, supporting agencies etc

Assessment and Monitoring

Assessment is a natural part of the teaching and learning process. It is an important feature of the Academy's planning arrangements and monitoring the progression of individual pupils. It provides information to guide future learning and development. As part of the whole school cycle of monitoring and review PSHE opportunities are observed

Assessment may include:

- observation of activities
- talking and listening to pupils
- setting targets

- Paired and team teaching
- undertaking specific assessment tasks
- assessing to national criteria – engagement model
- undertaking baseline assessments
- reviewing individual pupils with Teaching Assistants

Roles and responsibilities

The governing body: -

The governing board will approve the PSHE and RSE policy, and hold the headteacher to account for its implementation.

The governing board will hold the headteacher to account for the implementation of this policy.

The headteacher :-

The headteacher is responsible for ensuring that PSHE and RE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE

Staff

Staff are responsible for:

- Delivering RSE in a sensitive 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 head teacher.

Parents' right to withdraw

Parents are able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education up to and until three terms before the age of 16. From 3 terms before the pupil turns 16, the government guidance states that 'a pupil can choose to opt back into sex education, even if their parent has requested withdrawal.'

Where pupils are withdrawn from sex education, the process will be documented and the school will 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

Before any Sex Education topic is taught, a letter is sent home to parents informing them of the commencement of this RSE lesson.

Requests for withdrawal should be put in writing and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The

headteacher will discuss the request with parents and take appropriate action.

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

Parents are not be able to withdraw their child from any aspect of Relationships Education or Health Education, nor can they be withdrawn from topics taught as part of the science curriculum.