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## 19. Oakmoor AP Sex Education & Relationships Policy

### OAKMOOR AP CENTRES ALTERNATIVE EDUCATION

#### Sex Education & Relationships Policy

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	01/10/2025	Christian Lang	01/10/2026

Role	Name	Date
Director	Christian Lang	01/10/2025

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Website: [OakmoorAP.co.uk](http://OakmoorAP.co.uk)

#### Sex Education & Relationships Policy

##### 1. Aims

The aims of Relationships and Sex Education (RSE) at our centres are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

This policy covers **Oakmoor AP's** approach to Relationships and Sex Education (RSE).

We believe that RSE is vital for the personal, social and emotional development of our students. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their



sexual health and well-being. **Oakmoor AP** believes that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

This policy should be read in conjunction with the following relevant policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Attendance Policy
- Anti-bullying Policy

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. We are also committed to an RSE that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all students when teaching RSE. An inclusive RSE at **Oakmoor AP** will seek to challenge all forms of discrimination and prejudice between students and promote understanding and respect as outlined under the Equality Act 20.

## 2. Statutory requirements

Alongside our curriculum, we will look to deliver relationships education to all students as per Section 34 & 35 of the Children and Social work act 2017. For primary aged students, we are not required to provide sex education, however, for some of our primary students, it may be appropriate to cover aspects of RSE, dependent on need. 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.

## 3. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, healthy lifestyles, diversity and personal identity (including sexual health and sexuality where age and developmentally appropriate). RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.



#### 4. Curriculum

We have developed the curriculum considering the ages, needs and feelings of students. If students 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 is not compulsory in primary schools, however, we may (depending on the need of individual students) deem it necessary to include sex education for primary aged students.

#### 5. Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum, with additional aspects included in our wider Social, Moral, Cultural and Spiritual (SMCS) offer.

**Primary Phase:** 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

In rare circumstances, some primary aged students may receive additional sex education, if deemed appropriate for their social, emotional and health development.

**Secondary Phase:** 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

These areas of learning are taught within the context of family life, taking 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).



**Safeguarding and child protection:** Oakmoor AP acknowledges that RSE is crucial for creating a culture of safeguarding within our centres and for meeting our statutory obligations as outlined in Keeping Children Safe in Education. RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced abuse. We recognise that when discussing some of the issues RSE covers, some students could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow our safeguarding policy and procedures. We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those students, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

## **6. Roles and responsibilities**

### **6.1 Education Director & Centre managers**

- Will approve the RSE policy and plan its implementation.
- Are responsible for ensuring that RSE is taught consistently across the centres and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

### **6.2 Staff**

- Will deliver RSE in a sensitive way
- Model positive attitudes to RSE
- Monitoring progress
- Respond to the needs of individual students
- Respond appropriately to students whose parents wish them to be withdrawn from the non-statutory 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 their centre manager.
- Will be expected to teach elements of RSE, whether this is through formal lessons, cross curricular teaching or in their role as a Key worker.

### **6.3 Students**

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

## **7. Parents' right to withdraw**



### Primary Phase:

- Parents do not have the right to withdraw their children from relationships education.
- Parents do, however, have the right to withdraw their children from the non-statutory components of sex education within RSE. Alternative work will be given to students who are withdrawn from sex education.
- Requests for withdrawal should be put in writing to the centre manager.

### Secondary Phase:

- Parents have the right to withdraw their children from the non-statutory 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 to the centre manager.
- A copy of withdrawal requests will be placed in the pupil's educational record. The centre manager will discuss the request with parents and take appropriate action.
- Alternative work will be given to students who are withdrawn from sex education.

### 8. Training

Where relevant, staff are trained on the delivery of RSE as part of their CPD opportunities and it is included in our continuing professional development programme. The education director and centre managers will also invite visitors from outside organisations, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

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