



Oakwood British School

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Relationships, Health & Sex Education

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Introduction

The aims of Relationships, Sex and Health Education (RSHE) at Oakwood British School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils to be future ready and able to make safe, informed and responsible choices
- Help pupils develop feelings of self-respect, respect for others, confidence and empathy
- Give pupils an understanding of relationships, sexual development and the importance of health and hygiene

Statutory requirements

Our policy follows the statutory guidance given by the UK Department for Education (DfE) and meets the requirements of the Independent School Standards. Aspects of Relationships and Sex Education (RSE) are infused within the day to day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.

As a school, we ensure that every student in primary and in secondary is provided with RSHE, except insofar as the pupil is excused in accordance with the 2019 [“Relationships Education, Relationships and Sex Education \(RSE\) and Health Education”](#) guidelines from the UK.

At Oakwood British School, we teach RSHE as set out in this policy.

Policy development

This policy has been developed in consultation with staff and students. The consultation and policy development process involved the following steps:

- Review – The Secondary Team reviewed all relevant information, including but not limited to, relevant national and local guidance.
- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were introduced to the life learning programme during an in-person meeting and invited to send questions to the Head of Secondary about the policy and offer commentary.
- Student consultation – students were consulted with about their RSHE lessons in school through questionnaires and invitation for feedback during lessons
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy will be reviewed annually.

Definition

RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information and exploring issues and values. RSHE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity. It is important to stress that all RSHE lessons are taught in an age appropriate way and the overall aim is to help students become more responsible, healthier and safer members of society as they grow and develop into young adults.

Curriculum

Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.

We will continue to develop the curriculum in consultation with students and staff, taking into account the age, needs and feelings of students in the school.

Delivery of RSHE

At Oakwood British School, RSHE is delivered as part of the PSHE curriculum. In secondary, the school follows the programme of study set out by EC Publishing curriculum that covers all the outcomes of the DfE statutory Relationships, Sex and Health Education guidance. All pupils from Years 2- Year 11 have a discrete weekly lesson of the PSHE curriculum, some topics will be further discussed or examined in subject lessons or specific observance days.

Typically, In the primary school, PSHE will be delivered by the classroom teacher who knows the children well and can adapt lessons to meet the needs of their pupils. In the secondary school, elements of PSHE delivery will be delivered mainly by the classroom teacher and some topics may be delivered by outside speakers, guests, specialists or trained health professionals with a particular interest or knowledge of a specific area. Many other elements of PSHE are embedded within the curriculum.

RSHE 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 (Year 7 upwards)

For more information about our RSHE curriculum, see Appendix 1. 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, LGBTQ+ 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).

Roles and responsibilities

Staff Responsibilities

All staff involved are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress;
- Provides engagement and excitement for learning; and
- Meets the demands of the current pupil body in an age sensitive manner.

The Head of Primary or Secondary will ensure that:

- all pupils 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 pupils 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.

Teaching Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way;
- Modelling positive attitudes to RSHE;
- Monitoring progress;
- Responding to the needs of individual students;
- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSHE;
- Reporting any safeguarding concerns to the School's Designated Safeguarding Leader (DSL); and
- Signposting children to responsible adults for further help or support.

Students

Students are expected to follow adhere to a code of conduct that is discussed in lessons:

- To take turns to speak (not speaking over each other);
- To use kind and positive language;
- To listen to others points of view;
- To have the right to pass if they don't want to share any information or answer questions (this does not mean they can opt out of the whole lesson);
- To only name someone if giving compliments and being positive; and
- To respect one another's privacy and confidentiality (the only exception to the rule is if a teacher identifies anything which may put the pupil at risk, they would need to share the information with other appropriate adults such as the School DSL)

Students with Special Educational Needs and Disabilities

Our curriculum is inclusive and our RSHE and Health Education is accessible for all students.

High quality, inclusive teaching that is rooted in the principles of QFT will be the starting point to ensure accessibility. As set out in the SEND code of practice, when teaching these subjects to those with SEND, Oakwood British School is mindful of preparing students for adulthood.

Parents' right to withdraw

If parents of either primary or secondary school children require further guidance on RSHE and parents rights to withdraw from RSHE lessons, they should refer to the DfE information on this link:

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

Parents cannot withdraw their children from Relationships, Education and Health Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If the Primary School decides to teach any specific elements of Sex Education, this will be communicated to parents in advance (clearly outlining what is going to be taught and when). If parents do not wish their child to participate in these lessons, they will be able to request for withdrawal of their children from these lessons.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSHE 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 2 of this policy and addressed to the Head of Primary (Primary level students) or Head of Secondary (Secondary level students).

A copy of withdrawal requests will be placed on the pupil's educational record. The Head of Primary/Secondary will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education. For the duration of the RSHE unit, they will be supervised in an alternative venue.

Training

Staff are trained on the delivery of RSHE and it is included in our continuing professional development programme.

Appropriate visitors from outside the school will be invited to participate and lead on aspects of our RSHE programme, such as school nurses or sexual health professionals, to provide support and training to staff teaching.

Monitoring

The delivery of RSHE will be monitored by the Head of Primary/Head of Secondary through reviewing curriculum materials, class teachers' delivery and ensuring that they meet the current DfE regulations and guidelines.

Appendix 1

Curriculum and Opt-Out

The table below indicates the topics that will be taught in each year group. Please note that parents can choose to OPT-OUT from the topics indicated in RED. To do so, the form found in Appendix 2 must be completed and emailed to the Head of Primary/Head of Secondary.

Year Group	Health and Wellbeing	Living in the Wider World	Relationships
2	<ul style="list-style-type: none"> -Describe what helps them to stay healthy (diet, exercise, sleep, hygiene). - Understand why it is important to keep clean and how to maintain personal hygiene. - Recognise the importance of rest, hydration, and a balanced diet. - Talk about their feelings and describe simple ways to manage them. - Identify different ways to calm down or seek help when feeling upset or worried. - Understand the concept of privacy and that parts of their body covered by underwear are private. - Recognise how to keep safe in different situations, including online, near roads, and in the home. - Know who to go to for help and how to ask for it. 	<ul style="list-style-type: none"> - Identify the groups and communities they belong to (class, family, school, neighbourhood). - Understand the importance of following rules to keep everyone safe and happy. - Begin to understand how money is used, where it comes from, and why it's important to make careful choices. - Recognise that people have different jobs and roles in the community. - Show respect for the environment and understand how they can care for it. - Recognise similarities and differences between themselves and others and value diversity. 	<ul style="list-style-type: none"> - Recognise the different people who care for them and how they help them feel safe and loved. - Understand what makes a good friend and how to show kindness, respect, and cooperation. - Identify how their behaviour affects others. - Recognise when someone is being unkind and know how to tell a trusted adult. - Understand that families are all different but share love, care, and respect. - Learn how to communicate feelings respectfully and resolve small disagreements. - Begin to understand the difference between secrets and surprises, and when it's right to tell.
3	<ul style="list-style-type: none"> -Recognise what makes a balanced healthy lifestyle (including food, exercise, sleep, and hygiene). -Understand how physical and mental health are connected. -Know about personal hygiene and how to maintain it (e.g., brushing teeth, washing hands). -Identify and talk about 	<ul style="list-style-type: none"> -Understand rules and responsibilities in school and the wider community. -Learn about democracy and how decisions are made (e.g., through School Council). -Explore what it means to be part of a community. -Develop money skills – where money comes from, spending, saving, 	<ul style="list-style-type: none"> -Recognise and respect the differences and similarities between people. -Understand the qualities of a positive friendship (kindness, honesty, respect). -Learn how to deal with peer pressure, conflict, and how to resolve arguments.

	<p>feelings and how to manage them.</p> <ul style="list-style-type: none"> -Understand that changes in life (e.g., moving class, loss, puberty) can cause mixed feelings and know how to seek support. -Develop basic first aid awareness (e.g., what to do in an emergency). -Understand the risks of online activity and how to stay safe online. -Recognise the importance of sleep, water, and rest. 	<p>budgeting basics.</p> <ul style="list-style-type: none"> -Understand the role of jobs, work, and aspirations for the future. -Learn about internet safety, including how information is shared and used online. 	<ul style="list-style-type: none"> -Know how to ask for help if they feel unsafe or uncomfortable. -Understand how to recognise and report bullying, including online. -Learn about appropriate and inappropriate touch (link to safeguarding and boundaries). -Develop empathy and listening skills.
4	<ul style="list-style-type: none"> -Recognise and manage a range of emotions in themselves and others. -Understand the importance of maintaining good physical and mental health (e.g. balanced diet, sleep, exercise, screen time). -Learn how to manage risk and keep yourself safe in a variety of situations (at home, outside, online). -Understand the concept of a habit and how habits can be positive or harmful (e.g., screen time, healthy eating). -Develop greater knowledge of personal hygiene, including how it helps prevent the spread of disease. -Understand the basic changes associated with puberty, including emotional and physical changes (tailored appropriately). -Be introduced to basic first aid, including how to get help in an emergency. 	<ul style="list-style-type: none"> -Understand the importance of rules, laws, and responsibility in school and wider society. -Explore the value of democracy through school roles and participation. -Learn about diversity and inclusion and the importance of treating everyone with respect. -Understand how money is earned, spent, saved, and donated. -Develop awareness of different jobs and careers, and begin thinking about their own aspirations. -Explore how to use the internet responsibly, including understanding how online content is created and can be manipulated. -Learn about sustainable choices, such as recycling and looking after the environment. 	<ul style="list-style-type: none"> -Recognise and maintain healthy friendships, including the importance of trust and loyalty. -Know how to recognise and respond to hurtful behaviour, including bullying and cyberbullying. -Learn strategies to resolve conflicts and manage peer pressure. -Understand how families can look different but all should provide love, security and stability. -Learn the importance of consent and personal boundaries – including the concept of private vs. public. -Understand the importance of listening, empathy, and respectful communication.
5	<ul style="list-style-type: none"> -Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. -how to make informed decisions about health -Understand the elements of a balanced, healthy 	<ul style="list-style-type: none"> -Recognise reasons for rules and laws; consequences of not adhering to rules and laws -Recognise there are human rights, that are there to protect everyone -Relationship between rights and responsibilities -Importance of having 	<ul style="list-style-type: none"> -what constitutes a positive healthy friendship -about the impact of bullying, including offline and online, and the consequences of hurtful behaviour -Discrimination: what it means and how to

	lifestyle -how to maintain good hygiene, including oral hygiene -about strategies and behaviours that support mental health -how to manage and respond to feelings appropriately and proportionately in different situations -have a varied vocabulary to use when talking about feelings; about how to express feelings in different ways -to recognise their individuality and personal qualities that for some people gender identity does not correspond with their biological sex	compassion towards others -How everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) -What living in a community means -Valuing diversity within communities -Recognising stereotypes and prejudice -to recognise positive things about themselves and their achievements; set goals -to recognise a variety of routes into careers (e.g. college, apprenticeship, university) and recognise the skills that will help them in their future careers e.g. teamwork, communication and negotiation -how text and images in the media and on social media can be manipulated or invented;	challenge it. -Importance of self-respect and how this can affect their thoughts and feelings about themselves. -Respecting the differences and similarities between people. -Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. -the importance of seeking support if feeling lonely or excluded -to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; -seeking and giving permission (consent) in different situations -how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
6	-Puberty: understanding physical and emotional changes during puberty -Mental health: recognising different moods, developing resilience, knowing how to seek help -Healthy lifestyles -Promoting the importance of diet and physical activity -Online safety: understanding different types of conflict on- and offline	-Economic well-being -Developing an understanding of basic financial concepts -Citizenship: democracy and voting, the nature of rules and laws -Careers and employability -Appreciating British values	-Conflict resolution -Bullying: identifying different forms and developing strategies for problem solving -Diversity: appreciating differences, respecting human rights, challenging gender stereotyping
7	-Healthy food groups -Cigarettes and passive smoking -FGM -Drugs (class a, b, c) -Managing anger -Puberty and periods	-Aspirations -Self esteem -Social media -Budgeting -Shopping ethically -Being a resilient student	-Intimate relationships -Types of family relationships -Falling in love -Bullying and cyber bullying -Extremism -Personal identity and British values

8	<ul style="list-style-type: none"> -Teenage pregnancy -Target setting -Self-confidence and goals -Vaping, nicotine and addiction -Managing behaviour to achieve -Mindfulness and positive mental health 	<ul style="list-style-type: none"> -Caring for the environment -Budgeting and saving -Discrimination and the media -Careers: entrepreneurs -Homophobia -Internet safety: grooming 	<ul style="list-style-type: none"> -Pornography -Sexting -Happiness and intimate relationships -Domestic conflict -Extremism -Contraception -Body image and the media
9	<ul style="list-style-type: none"> -Selfie safety -Alcohol awareness -Self-harm -Anxiety -Responsible health choices -Growth mindset -Acid attacks 	<ul style="list-style-type: none"> -Human rights abuses (genocide and trafficking) -Charity focus: Unicef -Knife crime -Young offenders -Sustainability -Loans and savings -Rights of shoppers and consumers -Avoiding debt -Workplace skills 	<ul style="list-style-type: none"> -Domestic violence and abusive relationships -Peer pressure -Sexually-transmitted infections -Eating disorders
10	<ul style="list-style-type: none"> -Homelessness -Tattoos and piercings -Social anxiety -Time management and study skills 	<ul style="list-style-type: none"> -Social media -Fake news -Crime gangs 	<ul style="list-style-type: none"> -Conflict management -Sexual identity -Relationships with role models -Harassment and stalking -Sexism and gender prejudice
11	<ul style="list-style-type: none"> -Body positivity -Rest and sleep -Mediation 	<ul style="list-style-type: none"> -Online safety -Gambling -Job interviews -Career choices -Risk taking 	<ul style="list-style-type: none"> -Consent, rape and sexual abuse -Break-ups -Fertility and reproductive health

Appendix 2

Parent form: Withdrawal from sex education

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent(s)		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	
Will the child turn 16 within 3 terms?	Yes / No If the answer is yes then the child has the opportunity to opt themselves back into the RSE programme despite the parent's choice.
Withdrawal approval Signature Date	