Olive Academies Independent School
OA-North View
Relationships, Sex & Health Education Policy

Document control table	
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Updates/revisions included as agreed:

This Relationships, Sex (RSE) and Health Policy have been reviewed against the **Department for Education statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education**.

This policy has been written in consultation with staff, pupils, parents and the Olive Academies Independent Schools Board. Since the publication of the revised statutory guidance, the school has been reviewing and trialling curriculum content to ensure that its Relationships and Sex Education programme is aligned with emerging expectations and appropriately meets the needs of pupils at OA North View. Feedback from stakeholders has informed both the curriculum and this policy. The school will continue to review its provision and engage with stakeholders as guidance develops and practice evolves.

This policy applies to Olive Academies Independent School OA-North View and should be implemented consistently throughout the school. Proposed amendments should be referred to the Head of School/Executive Headteacher and OAISB for consideration

School Leader RSE and Health Education: Abbie Clarke

Parents and carers may contact the above school leader for RSE and Health Education.

They may also visit the FAQ page on the government website regarding compulsory relationships, sex education (RSE) and health education.

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1. Introduction

As a specialist Social Emotional Mental Health (SEMH) independent school, OA North View provides Relationships, Sex Education and Health Education to all pupils and has regard to the statutory Relationships, Sex and Health Education guidance issued by the Department for Education. While Health Education is not a separately prescribed subject for independent schools, the school incorporates the health and wellbeing content of the guidance within its Personal Social and Health Education curriculum. This includes teaching about healthy relationships, sexual health, physical health, mental wellbeing, online safety, healthy lifestyles and personal safety, in line with the Education (Independent School Standards) Regulations 2014.

The school recognises that all pupils on roll have SEND and Education, Health and Care Plans and that Relationships and Sex Education is particularly important for pupils with social, emotional and mental health needs. The curriculum is therefore adapted to ensure accessibility while maintaining pupils' entitlement to appropriate, accurate and safeguarding-focused education.

2. Definitions

For the purpose of this policy:

- 'RSHE' is used to refer to the overall programme of relationships, sex and health education.
- 'RSE' refers to relationships and sex education and is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- 'Health education' is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
- 'PSHE' refers to Personal Social Health and Economic Education

3. Statutory requirements

As a specialist SEMH (social, emotional, mental health) independent school currently providing secondary 11-16 education as per the service level agreement with Thurrock Council, OA North View Relationships and Sex Education (Secondary) is in accordance with the requirements of the Children and Social Work Act 2017 and has regard to the statutory Department for Education guidance, *Relationships, Sex and Health Education*.

Although independent schools are not required to follow the National Curriculum, they are required to provide a broad and balanced curriculum in accordance with the Education (Independent School Standards) Regulations 2014. This includes the provision of Personal, Social, Health and Economic (PSHE) education appropriate to the age and needs of pupils.

The school therefore delivers RSE and broader health and wellbeing education through its PSHE curriculum. This includes learning about healthy relationships, physical health, mental wellbeing, personal safety, online safety and preparation for adult life.

In developing and delivering this curriculum, the school has regard to:

- The Children and Social Work Act 2017;
- The Department for Education statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2026)*;
- Part 6 and Section 149 of the Equality Act 2010;
- The Human Rights Act 1998;
- The Education (Independent School Standards) Regulations 2014. Part 1 2(2)(a), 2(2)(b) and 2(2)(d)
- The Independent School Standards: Guidance for Independent Schools, Department of Education (April 2026) Para. 1.17 and 1.35-1.43

Through RSE and PSHE, pupils are supported to understand and respect fundamental British values. The school also promotes pupils' spiritual, moral, social and cultural development, prepares pupils for the opportunities, responsibilities and experiences of life in modern British society, and supports pupils to develop respectful relationships, understand diversity and demonstrate respect for others.

4. Aims and guiding principles

The aims of Relationships, Sex Education and Health Education are to:

- provide a framework in which sensitive discussions can take place
- teach pupils the correct vocabulary to describe themselves and their bodies
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- create a positive culture around issues of sexuality and relationships
- help pupils develop feelings of self-respect, confidence and empathy
- develop respectful communication, self-esteem, emotional awareness, empathy, resilience and the capacity to make informed decisions
- equip pupils with the knowledge and practical skills to recognise safe, healthy and respectful relationships and identify coercive, exploitative, abusive or unsafe behaviour;
- support pupils to understand and communicate personal boundaries and consent;
- reduce vulnerability to sexual abuse, harmful sexual behaviour, grooming, criminal and sexual exploitation, online abuse and financial exploitation;
- develop pupils' confidence to seek help for themselves or another person;
- prepare pupils for adulthood and increasing independence, including safe relationships, accessing health services and understanding their legal rights and responsibilities;
- ensure that all pupils receive accessible, carefully sequenced and developmentally appropriate RSE without having safeguarding-critical content unnecessarily withheld; and

We are committed to meeting the needs of our pupils in line with our values and beliefs:

- Conviction – everyone has the capacity to reach their potential;
- Determination – not giving up on those who have not yet experienced consistent success;
- Ambition – all challenges can be overcome with the right support both in education and in life;
- Reflection – learning from experiences and developing a capacity to improve further.

This policy is intrinsically linked to other OA North View policies:

- Curriculum
- Personal, social, health and economic education (PSHE)
- Safeguarding and child protection
- Social, emotional, mental health and wellbeing
- Anti-bullying
- ICT and online safety

These policies are available on the school website. Printed copies and Word versions can be obtained from the School Office upon request.

In all these policies there is an emphasis on the creation of a robust contextual safeguarding culture where pupils feel confident reporting concerns and knowing they will be listened to. RSE and Health Education covers topics which are likely to raise sensitive issues and feelings amongst pupils – at OA North View we recognise that it is vital that all staff are trained and skilled in listening to pupils and that there are clear reporting systems in place that are promoted and understood by all.

RSE and Health Education at OA-North View is:

- Safeguarding focused
- Trauma informed
- Evidence based
- Inclusive
- Responsive to pupils' lived experiences
- Developmentally appropriate
- Delivered through positive and respectful relationships
- Supported by parental engagement
- Part of a whole-school approach to wellbeing

As a specialist SEMH independent school, we recognise that many pupils may have experienced adverse childhood experiences (ACEs), trauma, attachment difficulties, disrupted education, exploitation, abuse, neglect, harmful sexual behaviour, mental health difficulties or challenges in forming and maintaining healthy relationships. Relationships, Sex and Health Education is therefore delivered through a trauma-informed, relational and safeguarding-focused approach which supports pupils to develop emotional literacy, resilience, self-regulation, positive relationships and personal safety.

5. Policy development

Guidance from the government is that schools must consult with parents and carers when developing and reviewing policies for RSE and Health Education and that it is good practice to consult with staff and pupils too. We are doing this in the following ways:

- Parent and carers consultation – parents and other interested parties are invited to comment on this policy
- Staff consultation – ensuring all school staff are given an opportunity to review this policy and make recommendations
- Pupil consultation – discuss with pupils the knowledge and skills they feel would help them reman safe, healthy and prepared for adulthood
- Sharing this policy with the Olive Academies Independent Schools Board members for approval and ongoing review.

The school will be proactive in informing parents and carers about the RSE curriculum and the timing of significant or sensitive areas of learning. Parents and carers will be shown a representative sample of the resources the school intends to use and may request to view all curriculum materials used to teach RSE. Copyright or contractual arrangements will not be used as a reason to refuse

parental access to curriculum content. Parents and carers may raise questions or concerns about curriculum delivery. Consultation does not give parents a right to veto statutory curriculum content.

This policy and the curriculum overview will be published on our website. Parents and carers will be able to view the policy and raise any questions or concerns about the curriculum content on an ongoing basis. Each term the curriculum content will be shared with parents at parent consultation meetings.

The school will engage with staff, pupils, parents and carers through a variety of consultation methods, including questionnaires, meetings, written communications and training sessions. Feedback gathered through this process, together with the school's experience of implementing the curriculum, will be carefully considered and used to inform the development of the policy for the following academic year.

6. Curriculum Content

Our RSE and Health Education curriculum overview is set out on the website, but we may need to adapt it as and when necessary to meet the needs of pupils.

We have developed the curriculum taking into account the age, developmental stage, needs including SEND SEMH needs and the 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 do not need to seek answers online.

We will share any curriculum resources and materials with parents and carers on request. Please contact Abbie Clarke who will provide you with any information you require.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our curriculum in advance and share any relevant materials on request.

The School's Relationships and Sex Education (RSE) and Health Education curriculum equips pupils with the knowledge, skills and values necessary to form positive, healthy and respectful relationships, make informed decisions, safeguard their physical and mental wellbeing, and prepare for adult life. The curriculum is delivered in an age-appropriate and developmentally appropriate manner, taking account of pupils' individual needs and vulnerabilities.

<u>Families</u>
Pupils will develop an understanding of the characteristics of healthy family relationships and the diverse ways in which families provide love, care, security and support. They will explore the roles and responsibilities within families, the importance of stable and nurturing relationships, and where to seek help when family relationships become difficult or unsafe.

<u>Respectful Relationships, Including Friendships</u>
Pupils will learn how to build and maintain positive friendships and relationships based on mutual respect, trust, honesty and equality. They will develop an understanding of personal boundaries, consent, respectful communication, managing conflict, recognising unhealthy or abusive behaviours, and challenging discrimination, prejudice, misogyny and harmful stereotypes. Pupils will

explore the characteristics of positive male role models and positive masculinity, including respect, empathy, responsibility and healthy attitudes towards relationships. Pupils will learn how online communities, influencers and sub-cultures, including incel ideology, may influence attitudes towards relationships, sexual ethics, women and girls.

Online Safety and Digital Awareness

Pupils will learn how to stay safe in digital environments and critically evaluate online content. This includes understanding privacy, digital footprints, cyberbullying, online exploitation, financial exploitation, scams and inappropriate content. In line with the 2026 guidance, pupils will develop an understanding of emerging technologies, including generative artificial intelligence, and associated risks such as manipulation, exploitation, misinformation, deepfakes, image-based abuse and the influence of online communities on attitudes and behaviours.

Being Safe

Pupils will learn how to recognise risk, protect themselves and others, and seek support when needed. Topics include personal safety, healthy boundaries, coercion, criminal and child sexual exploitation, grooming, domestic abuse, county lines, weapon carrying, knife crime, substance misuse, radicalisation and extremism, emergency situations and accessing trusted sources of help. Pupils will understand their rights, the law, and the importance of speaking out when they feel unsafe or concerned about themselves or others.

Intimate and Sexual Relationships, Including Sexual Health

Pupils will be taught factual, inclusive and age-appropriate information about intimate relationships, sexual health and reproduction. Teaching will promote respect, consent, responsibility and healthy decision-making. Pupils will learn about contraception, sexually transmitted infections, pregnancy, the law relating to sexual relationships, and how to access appropriate health services and support. Teaching will emphasise the importance of mutual respect, communication and informed consent in all intimate relationships.

Health and Wellbeing

Pupils will develop knowledge and skills to support their physical, emotional and mental wellbeing. This includes mental health, emotional literacy, resilience, self-care, healthy lifestyles, physical health, puberty, menstrual and gynaecological health, the impact of substances, managing change and loss, and recognising when and how to seek professional support.

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, healthy communication and the impact of power imbalances and coercive behaviours within relationships.
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), ‘virginity testing’ and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour, and online behaviours

- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography including online communities, influencers and sub-cultures, including incel ideology, may influence attitudes towards relationships, sexual ethics, women and girls.
- Abortion
- The protected characteristics
- The age of criminal responsibility

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

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

Health Education will support pupils to understand:

- Emotional regulation
- Self-awareness
- Managing strong emotions
- Healthy coping strategies
- Resilience
- Mental health support pathways
- Suicide awareness and seeking help
- The relationship between trauma, stress, behaviour and wellbeing

7. Curriculum Delivery

RSE and Health Education is taught within the Personal, Social, Health and Economic (PSHE) curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in the wider curriculum. RSE and Health Education complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE and Health Education curriculum will be delivered by appropriately trained members of staff. Particular consideration will be given to pupils' individual vulnerabilities, adverse childhood experiences, communication needs and EHCPs.

Teaching and Learning

The school will make sure that:

- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- Teaching is inclusive and respectful of different protected characteristics whilst remaining age-appropriate, factual and objective.
- Staff present information in a balanced manner and will not promote any particular political viewpoint.

Teaching will support pupils to understand ethical behaviour in relationships, including honesty, accountability, empathy, responsibility, respect for others and the impact of decisions on those around them.

Due to the experiences and vulnerabilities of some pupils attending the school, staff recognise that aspects of RSE and Health Education teaching may trigger memories, anxieties or disclosures. Staff delivering these aspects of the curriculum will use trauma-informed approaches which promote emotional safety, establish clear classroom expectations, provide opportunities for pupils to regulate emotions and access support, and adapt delivery where appropriate.

Teachers will make sure that pupils understand the importance of equality and respect and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to be inclusive, and activities will be planned to make sure all are actively involved. Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the ages of the pupils. The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

Throughout each year group we will use appropriate materials to assist learning, such as: diagrams, videos, books, games and practical equipment.

Assessment

Pupils' knowledge, understanding and progress are assessed informally and sensitively through a range of normal classroom activities, including questioning, discussion, observation and reflective tasks. Teachers use these activities to gauge pupils' understanding, address misconceptions and adapt teaching as needed. Assessment focuses on pupils' engagement, ability to apply learning, and developing confidence to communicate appropriately, rather than on written outcomes or grades. This approach supports a safe and inclusive learning environment and recognises the personal nature of RSE and Health Education.

Inclusion

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- Makes pupils feel safe and supported and able to engage with the key messages during lessons

- Makes sure that pupils learn about these topics in an environment that is appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Considers the level of adaptation needed.

For all of our pupils content may be adapted, revisited and taught using a graduated approach to ensure understanding. Staff will recognise that chronological age may not always align with social, emotional or developmental maturity and will support pupils accordingly while maintaining high aspirations and safeguarding expectations.

Use of resources

We will consider whether any resources we plan to use are:

- Aligned with the teaching requirements set out in the statutory RSHE guidance
- Supporting pupils to apply their knowledge in different contexts and settings
- Age-appropriate, given the age and maturity of the pupils
- Evidence-based and contain robust facts and statistics
- Able to fit into our curriculum plan
- From credible sources
- Compatible with effective teaching approaches
- Sensitive to pupils' experiences and won't provoke distress

8. Use of external organisations and materials

We will make sure that any agency and any materials used are accurate, appropriate and unbiased and in line with our legal duties around political impartiality.

We will undertake appropriate due diligence and, where necessary, liaise with external agencies to ensure that any teaching, materials and resources used to support Relationships, Sex and Health Education are:

- Age-appropriate
- Suitable for pupils' age, understanding and developmental stage;
- Accurate, evidence-based and balanced
- Consistent with this policy, the school's safeguarding arrangements and the Independent School Standards
- Compliant with the Equality Act 2010, the Human Rights Act 1998 and relevant education legislation
- Aligned with current Department for Education statutory guidance on Relationships, Sex and Health Education

We will be clear on:

- What they are going to say

- Their position on the issues to be discussed

We will not, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who do not allow their material to be shared with parents and carers

If you would like further information on the materials and external providers used, please contact our RSE and Health Education leader Abbie Clarke.

9. Roles and responsibilities

Olive Academies Independent Schools Board (OAISB)

The OAISB has overall responsibility for ensuring that Relationships, Sex and Health Education (RSHE) is provided in accordance with statutory requirements and the school's values. It is responsible for:

- Approving the school's RSHE policy and ensuring it complies with statutory RSHE guidance.
- Ensuring RSHE is appropriately resourced and reflects the needs of pupils in an alternative provision SEMH independent school
- Monitoring and evaluating the effectiveness of RSHE provision as part of its wider oversight of curriculum, safeguarding and pupil wellbeing.
- Ensuring that appropriate arrangements are in place for parental engagement and withdrawal rights, where applicable.

Executive Headteacher

Executive Headteachers are responsible for the strategic oversight and consistent implementation of RSHE across their Schools They will

- Ensure RSHE is delivered in line with statutory guidance, the school's policy and safeguarding expectations.
- Monitor the quality and impact of RSHE provision in the school and report to the Olive Academies Trust, Director of Education
- Ensure RSHE contributes effectively to pupils' personal development, wellbeing and readiness for adult life.

Head of School

The Head of School is responsible for the operational delivery of RSHE within the School. They will:

- Ensure RSHE is taught by appropriately trained staff in a safe, inclusive and sensitive manner.
- Implement the RSHE curriculum in line with the school's policy and statutory guidance.
- Ensure RSHE is underpinned by strong safeguarding practice and clear reporting procedures.
- Monitor the quality and effectiveness of RSHE teaching and learning.

- Respond appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Engage with pupils, parents and carers regarding RSHE provision and respond appropriately to feedback or concerns.

Staff

Teachers and Tutors are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Recognising that misogynistic attitudes and behaviours may form part of a continuum of harmful sexual behaviour and will be identified, challenged and addressed through safeguarding procedures where appropriate
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)

Staff will teach the full statutory RSHE curriculum **in a professional, objective and impartial manner,** and will not promote personal beliefs or opinions that undermine the statutory content or the school's legal duties. Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Head of School.

Pupils

Pupils are expected to engage fully in RSE and Health Education lessons and when discussing issues related to this, treat others with respect and sensitivity.

10.Parents' and Carers right to withdraw

Parent and carers have the right to withdraw their child from the [non-statutory/non-science] sex education components within RSE up to and until 3 terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange this. Before this point, the school will also actively seek and consider the views of the pupil as part of discussions with parents/carers, recognising the pupil's evolving capacity and right to be heard.

Withdrawal from statutory Health Education or Relationships Education is not permitted. The school may continue to teach content relating to safeguarding, exploitation, online safety, abuse, consent, healthy relationships and the law where this forms part of relationships education, health education or safeguarding provision.

For further information please see the DfE guidance Parent's Right to Withdraw

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Head of School.

The Head of School will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

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

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the Head of School can refuse a request to withdraw the pupil from sex education.

In all cases, decisions regarding withdrawal will be made in the best interests of the child. This will include careful consideration of the pupil's safeguarding, wellbeing, developmental needs and individual circumstances, alongside the views of the pupil and their parents or carers.

Where a withdrawal request is received, the Head of School will:

- Ensure parents are fully informed about the RSHE curriculum and statutory requirements.
- Meet with parents, where appropriate, to discuss the request, clarify which elements are subject to withdrawal and seek to address concerns.
- Make a record of the request, discussions held and the agreed outcome.
- Put appropriate supervised work in place for any pupil who is withdrawn, where required
- Report the withdrawal request and outcome to the Executive Headteacher.

There is a robust process for managing withdrawal requests and escalation routes where requests are complex, contested or raise safeguarding concerns.

11. Training

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

The Head of School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

12. Monitoring arrangements

The RSE and Health Education curriculum will be monitored and reviewed, in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

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

The school's RSE and Health Education Lead will monitor the teaching of RSE and Health Education through lesson visits, curriculum reviews, safeguarding analysis, staff and pupil voice, behaviour data and wellbeing indicators to ensure that provision contributes effectively to pupils' personal development, welfare and preparation for adulthood.

This policy will be reviewed by the school's RSE and Health Lead, the Olive Academies Trust Data and Curriculum Lead and the Olive Academies Trust Attendance and Safeguarding Lead.

At every review, the policy will be approved by the OAISB.

Appendix 1 – Right to Withdraw Form

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/Carer signature			

To be completed by the School	
Agreed actions from discussion with parents	
Signed by OA-North View staff member/date	

Appendix 2 – Links to DfE Guidance Curriculum Content

Relationship curriculum content covered by the end of Primary

Secondary relationship and sex education curriculum content