



Oasis Academy Clarksfield

Relationships and Sex Education
(RSE)
Localised Policy

Last updated: April 2026

The policy reflects the Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019) and <https://www.psheassociation.org.uk/user> guidance from the PSHE Association

All school staff, parents and carers have been made aware of this policy, which is available to view via the schools' website; paper copies are also available at the school office.

Rationale:

RSE is a powerful tool to safeguard children and young people. It promotes self-worth and gives children and young people the skills to take responsibility for their health and wellbeing.

The Ofsted (2019) framework states that 'Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being'.

Our RSE curriculum adopts a holistic approach that promotes positive health and wellbeing, encompassing the 9 Habits, personal development and character development ethos of our school.

Definition of RSE:

Relationships education is learning:

- Accurate and age-appropriate skills, exploring values and attitudes, developing skills to enable them to build positive, respectful relationships, enabling them to lead fulfilling, happy lives.
- How to stay safe on and offline in the digital world in which they live.
- Learn how our bodies change and grow during adolescence.

Our School Setting and Context:

Oasis Academy Clarksfield is a two-form entry primary school situated in Clarksfield, Oldham—an area of high deprivation, ranked 3,852 on the Index of Multiple Deprivation and within decile 2. 41% of pupils are eligible for Pupil Premium. The academy serves a richly diverse population, with most children of Pakistani heritage and a growing number of Romanian and Black-African pupils, with 84% of our children being EAL learners with 16 different languages spoken. SEND needs are predominantly related to speech and language. We have a good relationship with our community and ensure that relationships and sex education meets the needs of all children within our community.

Article 2 (non-discrimination): The UN Convention applies to every child without discrimination, regardless of their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background. We are a rights respecting school and are proud of our bronze status awarded in this area.

Aims and Objectives of this policy:

The overall aim of this RSE policy is to enable effective planning, delivery and assessment of RSE.

Our RSE programme aims to equip our pupils with skills to prepare students for an adult life in which they can:

Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds, not just intimate ones.

- Understand the characteristics of a healthy relationship.
- Understand how to treat others with kindness and respect, valuing honesty and truthfulness.
- Understand the concept of personal privacy/ consent.
- Recognise positive and negative relationships both online and offline.
- Recognise that families take on many forms and to be sensitive about the families of those around them.
- Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage challenging situations, or seek appropriate help.
- Know how to report and recognise emotional, physical and sexual abuse.
- Understand the importance of values such as respect (for self and others), equality, responsibility, care and compassion.
- Reflect upon the importance of stable and loving relationships for family life, including marriage and civil partnerships.
- Know the changes that occur to their bodies and emotions as a consequence of growth from childhood to adulthood, learning about the life cycle.
- Develop skills to enable them to make positive, informed and safe choices concerning relationships and healthy lifestyles.

Teaching staff within our school will be confident in planning, delivering and assessing the RSE curriculum. They will be equipped to confidently handle sensitive issues and answer both pupil and parents' questions, responding appropriately.

Morals, Values, and Equalities Framework:

RSE strives to promote acceptance and end discrimination in line with the Equalities Act, 2010. Oasis Academy Clarksfield is working towards the promotion of spiritual, moral, cultural, mental and physical development of the child.

- The RSE curriculum (Appendix 1) will reflect the values of our school/PSHE programme and will be taught within the context of relationships.
- The RSE programme at Oasis Academy Clarksfield reflects our ethos, and encourages children to explore faith, cultural perspectives in a respectful way.
- RSE will be delivered as a whole school approach to ensure that every child has the same level of understanding and will equip them with the skills necessary for transition to adolescence.
- Promoting acceptance of and celebrating difference and diversity.
- Promote gender equality and equality in relationships.
- Challenge gender stereotypes and inequality. Develop spiritual, moral, social and cultural awareness in accordance with the Equality Act 2010.

Delivery of Relationships and Sex Education:

RSE is delivered within discrete PSHE lessons that take place once a week. These lessons are enhanced by drop down days. Many aspects of RSE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the summer term in order that parents are informed and can be involved in supporting their child and respond in a timely manner to questions that may arise from these lessons to reinforce learning. Ground rules are used in all PSHE and RSE lessons. Pupils are made aware as part of these ground rules that teachers or external visitors cannot promise unconditional confidentiality; if a disclosure is made then the school child protection / safeguarding procedures must be followed. RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected.

We use resources that are quality assured by Manchester Healthy Schools which are flexible in order to meet the needs of the pupils and curriculum. Lessons are differentiated to ensure they are accessible to all. A selection of these can be viewed during the parent session, and parents can view the overview for each year group on the school website. Before the specific age-related lessons are delivered in the summer term, a letter is sent home, specific to each year group, inviting parents to an RSE workshop where they can discuss the lesson content and view the resources with the PSHE lead and the Principal (Appendix 2).

Correct medical/ scientific and inclusive language will be used throughout the RSE and PSHE curriculum.

RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: circle time, active teaching and learning, role play/scenarios, card sorting and small groups and whole class discussions.

External agencies can be invited to support or enhance the delivery of RSE. These include: the school nurse, voluntary sector, theatre and the police. External agencies and visitors must make themselves familiar with and understand the school's RSE policy, confidentiality, Child Protection and safeguarding policy and work within these policies.

All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff including the RSE Lead. This evaluation informs future planning. Co-delivery with teaching staff is encouraged and in years 5 and 6 where lessons are co-delivered with the school nurse; consideration to this is given at the planning stage.

Parental Involvement:

The school is committed to working with parents and carers who are the child's first educator and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme. To promote effective communication and discussion between parents and their children, we notify parents through annual RSE workshops, Principal newsletter updates, and the school website about when particular aspects of RSE will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Parents are also informed that the RSE curriculum serves to:

- Safeguard and promote the welfare of their children and this is paramount in our school. Ensure that the school scheme of work is in line with the Equality Act (2010) and the RSE Statutory Guidance (2019).
- Encourage the spiritual, moral, social and cultural development of the children.

- Prepare children and young people for the challenges and responsibilities of adult life, enabling them to access all opportunities.
- Help children build positive and safe relationships
- Be sensitive to children’s backgrounds and meet all their needs.

Parents right to withdraw:

In accordance with statutory guidance, the school has carefully considered its local context and community when designing its Relationships and Sex Education (RSE) provision. The curriculum is limited to statutory content as defined by the Department for Education and does not include non-statutory sex education. As such, there are no elements of the RSE curriculum from which parents may withdraw their child.

In line with statutory Relationships and Sex Education (RSE) and Health Education guidance, and in fulfilment of the school’s safeguarding responsibilities, the school teaches pupils a very limited amount of age-appropriate vocabulary to enable them to accurately describe their bodies.

For safeguarding reasons, the school teaches two simple, medically correct terms to describe male and female private body parts. This is taught solely to ensure that pupils are able to communicate clearly, seek help if needed, and be understood by trusted adults in the event of a safeguarding or medical concern.

This vocabulary is:

- Taught sensitively and respectfully
- Used only within a safeguarding and health context
- Delivered in an age-appropriate way
- Not linked to sexual behaviour or sexual activity
- Limited strictly to what is necessary for safeguarding and personal safety

The decision to include this vocabulary is taken at the discretion of the school, in line with statutory safeguarding duties and best practice guidance and does not extend beyond what is required to keep children safe. Although the introduction of this vocabulary begins in year 1, the NSPCC ‘[Pantasaurus](#)’ lesson in year 1 , and vocabulary will be introduced from year 2 when building on this knowledge.

As this teaching falls within statutory Health and Relationships Education and the school’s safeguarding responsibilities, there is no right of parental withdrawal from this content.

Our RSE curriculum has been designed to comply fully with the statutory guidance issued by the Department for Education. The DfE states that Relationships Education “is designed to help children from all backgrounds build positive and safe relationships.” When planning and delivering learning, “the religious background of pupils must be taken into account ... so that topics are appropriately handled.” In line with this guidance, our curriculum is taught in an age-appropriate, sensitive and inclusive way, recognising that children come from a range of family structures, cultures and beliefs, and ensuring that learning “meets the needs of all pupils.

Please note that statutory content also includes statutory National Curriculum content for Science. (See appendix 3).

Menstruation and Period Poverty:

Period poverty is estimated to affect around 1 in 10 women in the UK. This is an issue we take seriously as a school.

Pupils are beginning to menstruate as early as in Year 4.

Pupils who are menstruating can obtain sanitary products from the disabled toilet in the Hive. Children from year 4 are aware that they can access these if needed. Sanitary bins are also provided. The school Nurse visits children in year 5 and 6 to support children's understanding of puberty.

Evaluating and monitoring learning:

To ensure that the curriculum content and teaching is effective, the delivery of RSE will be assessed and evaluated in the classroom. Pupil evaluation of RSE is carried out via surveys and discussions.

The school will use pupil and staff voice to influence and amend learning activities through questioning, draw and write activities, surveys, pre- and post-topic mind maps, discussion and through termly walks.

RSE is monitored on an annual basis by the PSHE Coordinator in the school to ensure that the content is relevant for the pupils and resources are updated.

Pupil Involvement

We involve pupils in the development of the RSE curriculum through the Teaching and Learning approach, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views.

RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the RSE work, in addition to those already used in the classroom.

Accessibility / Equalities Act:

The RSE policy reflects, and is in line with, the schools' equal opportunities policy and in line with the Equality Act (2010) the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with any of the protected characteristics. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school and wider community, and ensure all pupils feel valued and included, regardless of their gender, ability, religion, disability, sexual orientation, experiences or family background.

Inappropriate actions and bullying are not tolerated at Oasis Academy Clarksfield and are challenged and dealt with as part of our commitment to promoting inclusion, equality and anti-bullying (see the anti-bullying policy).

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility, in accordance to the SEND code of practice.

Resources used are specific to each pupil based on their cognitive ability and understanding. Our school ensures that high quality RSE is accessed by all pupils, including SEND and EAL.

Confidentiality and Child Protection Issues:

A child's confidentiality may not always be maintained by the teacher or member of staff concerned; if a disclosure is made this will be reported to the appropriate professional as per ground rules. RSE discussions or lesson content may prompt a pupil to disclose about related incidents; for example, forced marriage, child exploitation or abuse. If this occurred or a member of staff believes that the child is at risk of harm or has concerns about any information disclosed, the staff member must

discuss with the named Designated Safeguarding Lead and follow the procedure set out in the Safeguarding/ Child Protection Policy. All staff and visitors are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding/ Child Protection issues.

The child concerned will be informed that confidentiality is being breached and the rationale for this. The child will be supported by staff throughout the process.

Process of professional development for Staff:

Staff are updated via email and staff meetings of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and anti-bullying.

Regular staff training is provided at staff meetings and INSET days. Sometimes external organisations may offer their support, such as Healthy Schools, Stonewall and Proud Trust. Should any staff identify any training needs this should be reported to the RSE or PSHE Lead.

This RSE Policy is supported by and links to the:

- PSHE Policy
- Safeguarding/Child Protection Policy
- Behaviour Policy Confidentiality Policy
- Equality Policy
- Anti-bullying Policy
- Relationship and Sex Education Guidance — DfE (2019) Health and Safety Policy E-Safety Policy
- Relationships Education, Relationships and Sex Education and Health Education guidance 2026

Review of this policy:

This policy is reviewed at least every year and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.

Appendix 1: RSE Curriculum:

	Lesson 1	Lesson 2	Lesson 3
Year 1	<ul style="list-style-type: none"> - Know how to treat yourself and others with respect. - Recognise the ways in which I am the same and different to others. 	<ul style="list-style-type: none"> - Recognise the ways in which I am the same and different to others. - Name the main parts of the body. - Know that the parts of our body covered by under-wear are private. 	<ul style="list-style-type: none"> - Identify the people who love and care for me. - Know what they do to help me feel cared for.
Year 2	<ul style="list-style-type: none"> - Know that parts of my body covered by under-wear are private. - Know the names of the main parts of the body including external genitalia. - Know how to respond if physical contact makes me feel uncomfortable or unsafe. 	<ul style="list-style-type: none"> - Know about growing and changing from young to old and how people's needs change. 	<ul style="list-style-type: none"> - Understand about what kind and unkind behaviour is and how this can affect others. - Know how people make friends and what makes a good friendship.
Year 3	<ul style="list-style-type: none"> - Know about privacy and personal boundaries; what is appropriate in friendships and wider relationships. - Know what acceptable and unacceptable contact is. - Know strategies to respond to unwanted physical contact. 	<ul style="list-style-type: none"> - Know what constitutes a positive healthy friendship. - Know that healthy friendships make people feel included. - Recognise when others may feel lonely or excluded and know strategies for how to include them. 	<ul style="list-style-type: none"> - Know what constitutes a positive healthy friendship.
Year 4	<ul style="list-style-type: none"> - Know about personal identity and what contributes to who we are. - Know what diversity means, the benefits of living in a diverse community and about valuing diversity within our community. 	<ul style="list-style-type: none"> - Know how stereotypes can negatively influence behaviours and attitudes towards others. - Know strategies for challenging stereotypes. 	<ul style="list-style-type: none"> - Learn about the outside changes that happen to my body during puberty. - Know about the importance of keeping clean and how to maintain personal hygiene especially during puberty.
Year 5	<ul style="list-style-type: none"> - Recognise that families of all types can give family members love, security and stability. - Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. - Know about keeping something confidential or secret, when this should or should not be agreed to and when it is right to break a confidence or share a secret. 	<ul style="list-style-type: none"> - Know about puberty and what it means to me. - The importance of keeping clean, during the time of puberty and how to maintain personal hygiene. - Nurse visit to school 	<ul style="list-style-type: none"> - Know about prejudice. - Know how to recognise behaviours/actions which discriminate against others and ways of responding to it if witnessed or experienced.
Year 6	<ul style="list-style-type: none"> - Know about the new opportunities and responsibilities that increasing independence may bring. - Know strategies to manage transitions between classes and key stages. 	<ul style="list-style-type: none"> - Know that a loving relationship might result in marriage or civil partnership as a legal declaration of commitment, which is intended to be lifelong. - Know what a 'forced marriage' is. - Understand that people who love and care for each other can be in a committed relationship, living together, but may also live apart. 	<ul style="list-style-type: none"> - Know about the processes of reproduction and birth as part of the human life cycle. - Nurse visit to school

Appendix 2:

Letters to parents:

Year 1



Dear Year 1 Parents and Carers,

As part of your child's learning at Oasis Academy Clarksfield, we support children's personal wellbeing and development through our Personal, Social, Health and Economic (PSHE) curriculum. PSHE helps children to understand themselves and others, build positive relationships, and develop the skills they need to stay safe and healthy as they grow.

This half term, beginning Monday 4th May, Year 1 children will take part in 3 age-appropriate lessons as part of our Relationships and Health Education (RHE) programme.

Lessons in Year 1 will include pupils learning about:

- Who are the people in my life that love and care for me (family)
- What are the differences and similarities between people?
- What are the similarities between girls and boys? (main body parts).



All PSHE and RHE lessons are taught in a safe, supportive environment and are carefully planned to be suitable for the age and development of the children. Teaching is always in line with our school values and is regularly reviewed to ensure it meets statutory guidance.

As in previous years, we would like to invite parents and carers to attend an RHE information workshop on Thursday 30th April at 2:30pm in the school hall. This session will provide an opportunity to find out more about what will be taught and how we approach these lessons in school. We look forward to seeing you there.

Thank you for your continued support.

Yours sincerely,

Mrs Rania

PSHE Lead



Dear Year 2 Parents and Carers,

As part of your child's learning at Oasis Academy Clarksfield, we support children's personal wellbeing and development through our Personal, Social, Health and Economic (PSHE) curriculum. PSHE helps children to understand themselves and others, build positive relationships, and develop the skills they need to stay safe and healthy as they grow.

This half term, beginning Monday 4th May, Year 2 children will take part in 3 age-appropriate lessons as part of our Relationships and Health Education (RHE) programme.

Lessons in Year 2 will include pupils learning about:

- What is private? (body parts)
- What happens when the body grows - young to old?
- What is fair, unfair, kind and unkind? (Friendships)



All PSHE and RHE lessons are taught in a safe, supportive environment and are carefully planned to be suitable for the age and development of the children. Teaching is always in line with our school values and is regularly reviewed to ensure it meets statutory guidance.

As in previous years, we would like to invite parents and carers to attend an RHE information workshop on Thursday 30th April at 2:30pm in the school hall. This session will provide an opportunity to find out more about what will be taught and how we approach these lessons in school. We look forward to seeing you there.

Thank you for your continued support.
Yours sincerely,
Mrs Rania
PSHE Lead



Dear Year 3 Parents and Carers,

As part of your child's learning at Oasis Academy Clarksfield, we support children's personal wellbeing and development through our Personal, Social, Health and Economic (PSHE) curriculum. PSHE helps children to understand themselves and others, build positive relationships, and develop the skills they need to stay safe and healthy as they grow.

This half term, beginning Monday 4th May, Year 3 children will take part in 3 age-appropriate lessons as part of our Relationships and Health Education (RHE) programme.

Lessons in Year 3 will include pupils learning about:

- What is personal space?
- How can I make people feel included?
- What is a positive healthy friendship?



All PSHE and RHE lessons are taught in a safe, supportive environment and are carefully planned to be suitable for the age and development of the children. Teaching is always in line with our school values and is regularly reviewed to ensure it meets statutory guidance.

As in previous years, we would like to invite parents and carers to attend an RHE information workshop on Thursday 30th April at 2:30pm in the school hall. This session will provide an opportunity to find out more about what will be taught and how we approach these lessons in school. We look forward to seeing you there.

Thank you for your continued support.
Yours sincerely,
Mrs Rania
PSHE Lead



Dear Year 4 Parents and Carers,

As part of your child's learning at Oasis Academy Clarksfield, we support children's personal wellbeing and development through our Personal, Social, Health and Economic (PSHE) curriculum. PSHE helps children to understand themselves and others, build positive relationships, and develop the skills they need to stay safe and healthy as they grow.

This half term, beginning Monday 4th May, Year 4 children will take part in 3 age-appropriate lessons as part of our Relationships and Health Education (RHE) programme.

Lessons in Year 4 will include pupils learning about:

- What is diversity?
- How can I challenge stereotypes?
- What changes happen to my body to become an adult? (puberty and personal hygiene)



All PSHE and RHE lessons are taught in a safe, supportive environment and are carefully planned to be suitable for the age and development of the children. Teaching is always in line with our school values and is regularly reviewed to ensure it meets statutory guidance.

As in previous years, we would like to invite parents and carers to attend an RHE information workshop on Thursday 30th April at 2:30pm in the school hall. This session will provide an opportunity to find out more about what will be taught and how we approach these lessons in school. We look forward to seeing you there.

Thank you for your continued support.

Yours sincerely,

Mrs Rania

PSHE Lead



Dear Year 5 Parents and Carers,

As part of your child's learning at Oasis Academy Clarksfield, we support children's personal wellbeing and development through our Personal, Social, Health and Economic (PSHE) curriculum. PSHE helps children to understand themselves and others, build positive relationships, and develop the skills they need to stay safe and healthy as they grow.

This half term, beginning Monday 4th May, Year 5 children will take part in 3 age-appropriate lessons as part of our Relationships and Health Education (RHE) programme.

Lessons in Year 5 will include pupils learning about:

- What are the different relationships in my life?
- What is puberty? (Physical and emotional changes)
- What is puberty? (Personal hygiene and Nurse led session for girls)



All PSHE and RHE lessons are taught in a safe, supportive environment and are carefully planned to be suitable for the age and development of the children. Teaching is always in line with our school values and is regularly reviewed to ensure it meets statutory guidance.

As in previous years, we would like to invite parents and carers to attend an RHE information workshop on Thursday 30th April at 2:30pm in the school hall. This session will provide an opportunity to find out more about what will be taught and how we approach these lessons in school. We look forward to seeing you there.

Thank you for your continued support.
Yours sincerely,
Mrs Rania
PSHE Lead



Dear Year 6 Parents and Carers,

As part of your child's learning at Oasis Academy Clarksfield, we support children's personal wellbeing and development through our Personal, Social, Health and Economic (PSHE) curriculum. PSHE helps children to understand themselves and others, build positive relationships, and develop the skills they need to stay safe and healthy as they grow.

This half term, beginning Monday 4th May, Year 6 children will take part in 3 age-appropriate lessons as part of our Relationships and Health Education (RHE) programme.

Lessons in Year 6 will include pupils learning about:

- How can I cope with transition to secondary school?
- What happens in a loving relationship? (including marriage) and what is a forced marriage?
- What is puberty? (Personal hygiene and Nurse led session delivered separately to boys and girls) and what is the human lifecycle?



All PSHE and RHE lessons are taught in a safe, supportive environment and are carefully planned to be suitable for the age and development of the children. Teaching is always in line with our school values and is regularly reviewed to ensure it meets statutory guidance.

As in previous years, we would like to invite parents and carers to attend an RHE information workshop on Thursday 30th April at 2:30pm in the school hall. This session will provide an opportunity to find out more about what will be taught and how we approach these lessons in school. We look forward to seeing you there.

Thank you for your continued support.

Yours sincerely,

Mrs Rania
PSHE Lead

Appendix 3:

Statutory Science Curriculum:

Detailed below are sections taken directly from the updated Science Curriculum Statutory (2014). The sections detailed are those which specifically mention relationships and sex education. There are other relevant sections, which could create opportunity to discuss relationships and sex education further.

Key Stage 1

Children should learn to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults

Key Stage 2

Children should learn to:

- Describe the changes as humans develop to old age
- Describe the life process of reproduction in some plants and animals
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents