



# RELATIONSHIP AND SEX EDUCATION

at Oaklands School





# WHY DO WE TEACH RSE?

The government has renamed "**Sex Education**" to "**Relationships and Sex Education (RSE)**" to emphasize the importance of relationships in children's development

All children need to learn how to be safe, healthy, and build positive relationships.

# **WHY DOES IT MATTER?**

- Our RSE policy aligns with statutory government guidance on RSE, and Health Education.
- RSE equips students with the skills to develop healthy relationships, recognize risks, and understand boundaries, ensuring their safety and well-being.



## **COMMITMENT TO INCLUSIVITY:**

RSE reflects the diverse cultural, faith, and family backgrounds of our school community.

It addresses the needs of all pupils, regardless of gender and culture, with honesty and sensitivity.

# HOW DO WE TEACH RSE AT OAKLANDS?

•Primary (New Oaks):  
Focus on friendships,  
family relationships,  
and early self-  
awareness.

Secondary (High  
Oaks): puberty,  
body changes,  
and safe,  
respectful  
relationships.

- Delivered through the PSHEC curriculum and programs like SoSafe, emphasizing safeguarding principles.
- Lessons are developmentally appropriate, culturally sensitive, and tailored to individual needs.



## RELATIONSHIPS

respectful behavior, consent, and the ability to communicate needs and feelings appropriately

## SAFETY

- importance of safety in their personal lives, including recognizing safe and unsafe situations and people.

## BOUNDARIES

both physical and emotional boundaries. It teaches students when it's okay to say "no," how to ask for help, and how to respect others' personal space

## RISK

make **safe decisions**, and seek help if needed. This includes recognizing when something might be unsafe or uncomfortable

## WHAT IS SO SAFE?

## VISUALS

uses **visual aids, simple language**, and social stories to make abstract concepts more accessible

# WHAT DO WE TEACH OUR STUDENTS?

## Key Stage 3

	Autumn	Spring	Summer
Core topics as recommended by PSHE Association PoS Guidelines	<b>Relationships</b> Can be inspired by SoSafe topics	<b>Emotional Regulation:</b> Can be inspired by zones of regulation	<b>World of work and careers:</b> Based on role play and dressing up (boxes in PSHEC cupboard, visiting places of work, inviting community services into school e.g. ambulance, firetruck, etc.)
Year 1	<b>Friendships/Relationships</b>  <i>Relationships with people around me, making and maintaining friendships- can be inspired by SoSafe</i>	<b>Recognising Emotions</b>  <i>Exploring emotions beyond 'happy and sad'. How do we express feelings appropriately?</i>	<b>Our community</b>  <i>Thinking about others, making rules, facilities in our local community- police, firefighters, teachers, doctors, nurses, tfl, road safety</i>
Year 2	<b>Public/Private</b>  <i>Places, body parts So Safe</i>	<b>Making healthy choices</b>  <i>Identifying different food groups, need for balanced diet, understanding the difference between food we like and food that is good for us</i>	<b>Hospitality</b>  <i>Café, restaurants, hotel, travel agencies</i>
Year 3	<b>Myself, my body and growing up</b>  <i>Baby to now, body parts, hygiene, personal development, how our bodies are changing</i>	<b>Emotional reactions to social situations and environmental triggers</b>  <i>Exploring triggers and how we react and cope with stressful situations</i>	<b>Working outside</b>  <i>Garbage collection, recycling, gardening, looking after parks and environment</i>

## Key Stage 4

Core topics as recommended by PSHE Association PoS Guidelines	Autumn Relationships	Spring Health and Wellbeing	Summer Living in a wider world
Year 1	<p><b>Consent:</b></p> <p>Who can help me? How can I ask for help?</p> <p><i>What does consent mean, learning about people who can help me at home and in different settings, learning how to ask for help</i></p>	<p><b>Healthy lifestyles</b></p> <p><i>Making choices about food, exercise, lifestyle. What is good and bad for us Tobacco, alcohol</i></p>	<p><b>How to stay safe in the community</b></p> <p><i>Travel safety: Crossing roads, walking alongside roads, encounters with animals</i></p>
Year 2	<p><b>Relationships</b></p> <p>What is ok and not ok to do with different people in my life</p> <p><i>So Safe – relationship triangle</i></p>	<p><b>Self-Care</b></p> <p><i>Keeping my body healthy: personal hygiene, making healthy choices, personal appearance</i></p> <p><i>Keeping my mind healthy: mental health valuing ourselves, emotional regulation</i></p>	<p><b>How to behave in the community: shops, café, parks, public transport</b></p> <p><i>Behaving in different settings: controlling my emotions, using money, using shopping trolleys and bags in the shop, picking up own rubbish, using oyster cards, sitting down, not grabbing food</i></p> <p><i>Communicating in different settings: using my communication strategies outside of classroom, greeting people, using polite language/manners</i></p>

**WHAT DO WE  
TEACH OUR  
STUDENTS?**

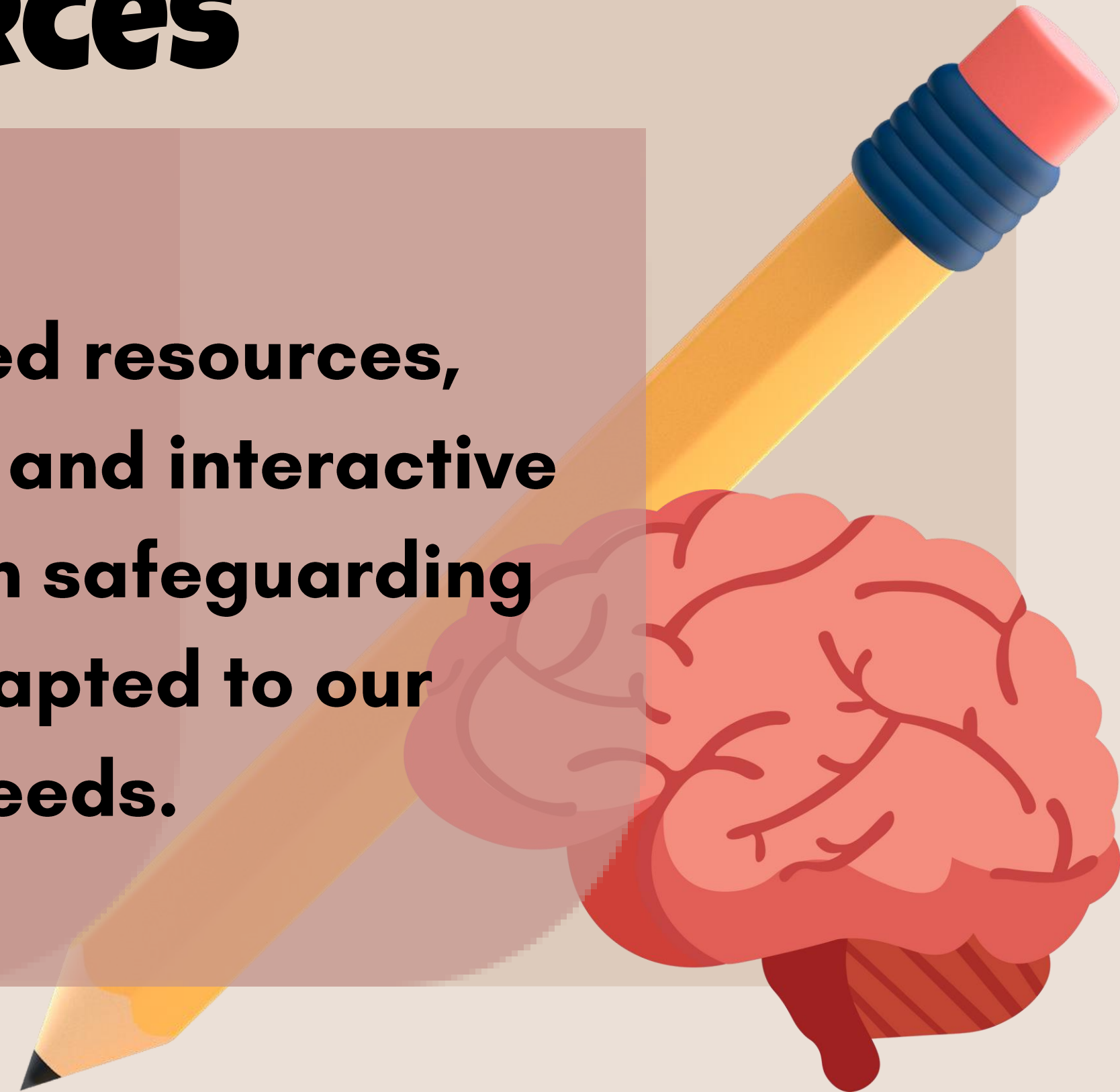
# WHAT DO WE TEACH OUR STUDENTS?

## Key Stage 5

Core topics as recommended by PSHE Association PoS Guidelines	Autumn Relationships	Spring Health	Summer Living in a wider world
Year 1	<p>Developing a Healthy Lifestyle</p> <p>Fitness, Nutrition, Wellbeing, Safety</p>	<p>Keeping Safe</p> <p>Awareness, Protection, Responsibility, Boundaries</p>	<p>Our World - what improves and harms our environment</p> <p>Sustainability, Impact, Care, Responsibility</p>
Year 2	<p>Relationships</p> <p>Respect, Trust, Communication, Boundaries</p>	<p>Self-care and Personal Hygiene</p> <p>Health, Cleanliness, Routines, Confidence</p>	<p>Communities and Cultures</p> <p>Diversity, Inclusion, Belonging, Respect</p>
Year 3	<p>Feelings and Opinions</p> <p>Emotions, Expression, Understanding, Perspective</p>	<p>Making Choices</p> <p>Decisions, Consequences, Values, Independence</p>	<p>The World of Work</p> <p>Skills, Aspirations, Roles, Opportunities</p>

# **Resources**

**Lessons use tailored resources, including visual aids, and interactive tools, all aligned with safeguarding principles and adapted to our students needs.**





## Learning outcomes

- Recognising and respecting personal space.
- Understanding physical, emotional, and social changes that occur during growth.

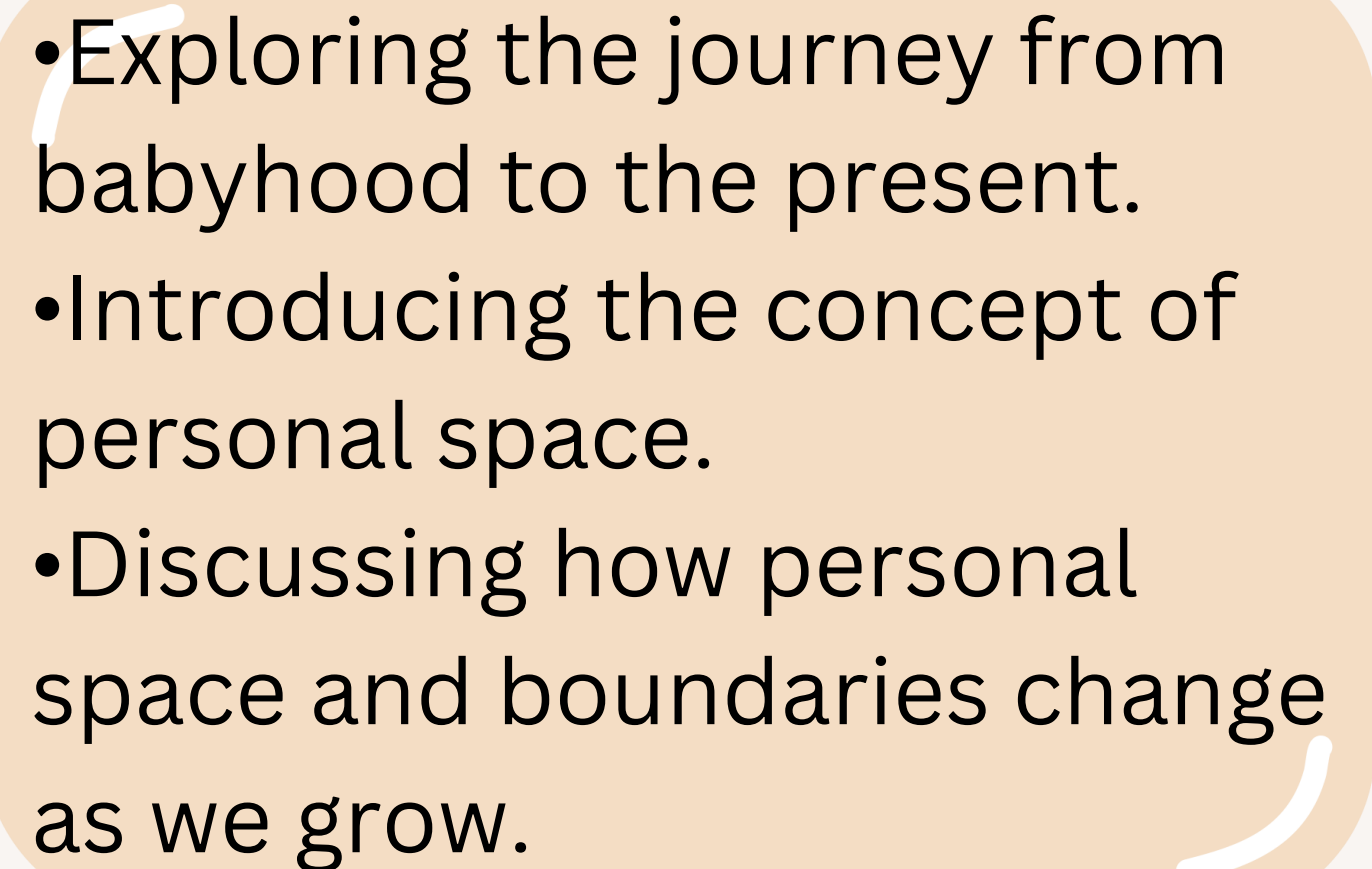


## Growing up



## KEY STAGE 3



- 
- Exploring the journey from babyhood to the present.
  - Introducing the concept of personal space.
  - Discussing how personal space and boundaries change as we grow.



My friends like playing with me.

We need to leave one arm's space between us.  
We can check this using our arms.

When I play with my friends, we need space.

This makes my friends happy.



## Learning outcomes


- Learning about public and private body parts.
- Understanding how to behave appropriately with family, friends, and strangers





## Public and private

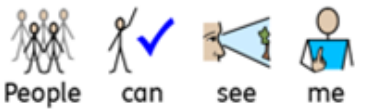



## KEY STAGE 3


- 
- Identifying different spaces
  - Understanding appropriate behaviors for each space
  - Recognizing suitable clothing for different environments


  
 Public


  
 Door open


  
 People can see me

  
 Not ok to undress

  
 Private


  
 Door shut


  
 People can't see me

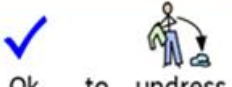
  
 Ok to undress


  
 Bedroom



  
 Door shut


  
 People can't see me


  
 Ok to undress


  
 Private


  
 Bus























  
 Door open

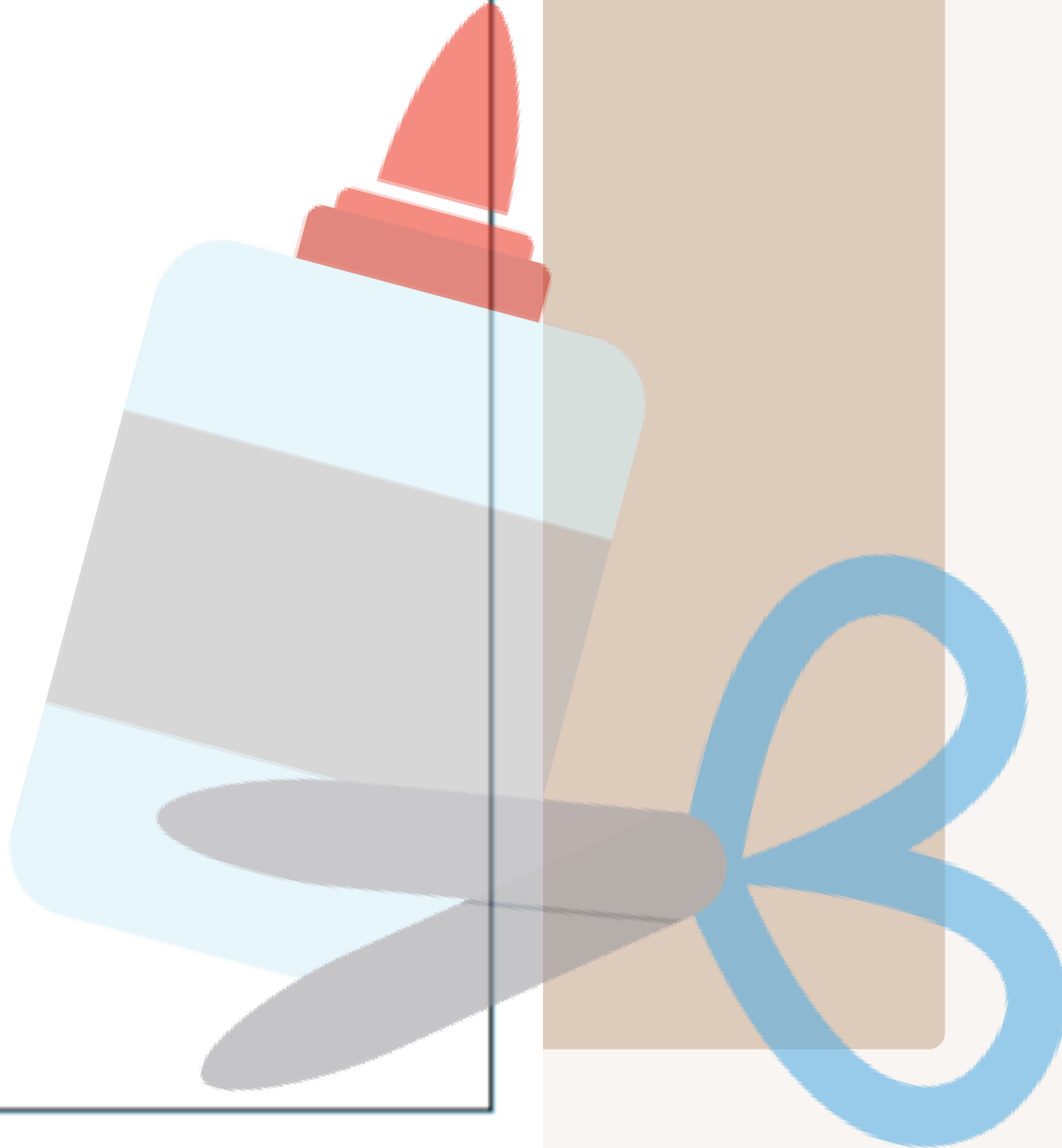
  
 People can see me

  
 Not ok to undress

  
 Public

 head	 shoulder
 penis	 Chest
 leg	 hand
 foot	 bottom
 head	 shoulder
 penis	 Chest
 leg	 hand
 foot	 bottom

 Public	 body parts	 Private	 body parts





using the toilet



having a shower



having a bath



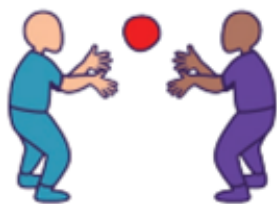
getting dressed



touching myself



hugging



playing



shopping



watching TV



walking

# Private



# Public





## Learning outcomes


- Understanding boundaries and personal rights.
- Learning how to ask for permission and seek support.

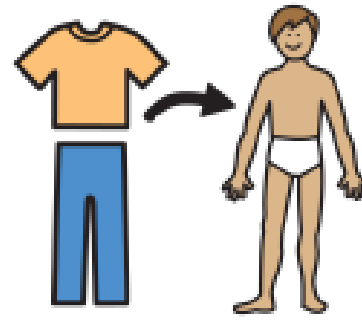


## Consent

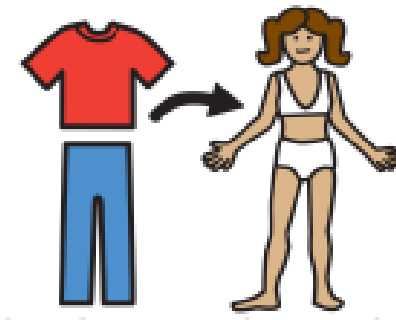


## KEY STAGE 4

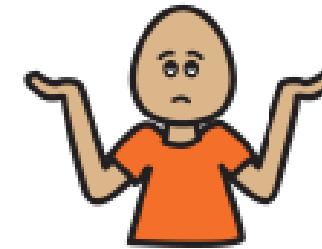
- 
- Learning when and how to ask for help in different situations, both at home and in the community.
  - Recognizing who can help
  - Practicing respectful ways to ask for help.



Underwear is private too. I wear clothes



Her bra and panties are private. She wears clothes



Who can see my private parts? Who can see my underwear?



ONLY my parents!  
ONLY my doctor!



NO grown-ups!



NO kids or friends!



NO! They can't look!



NO! They can't touch

## Can We Touch People When We Want To?



Your private areas are those covered by your underwear.








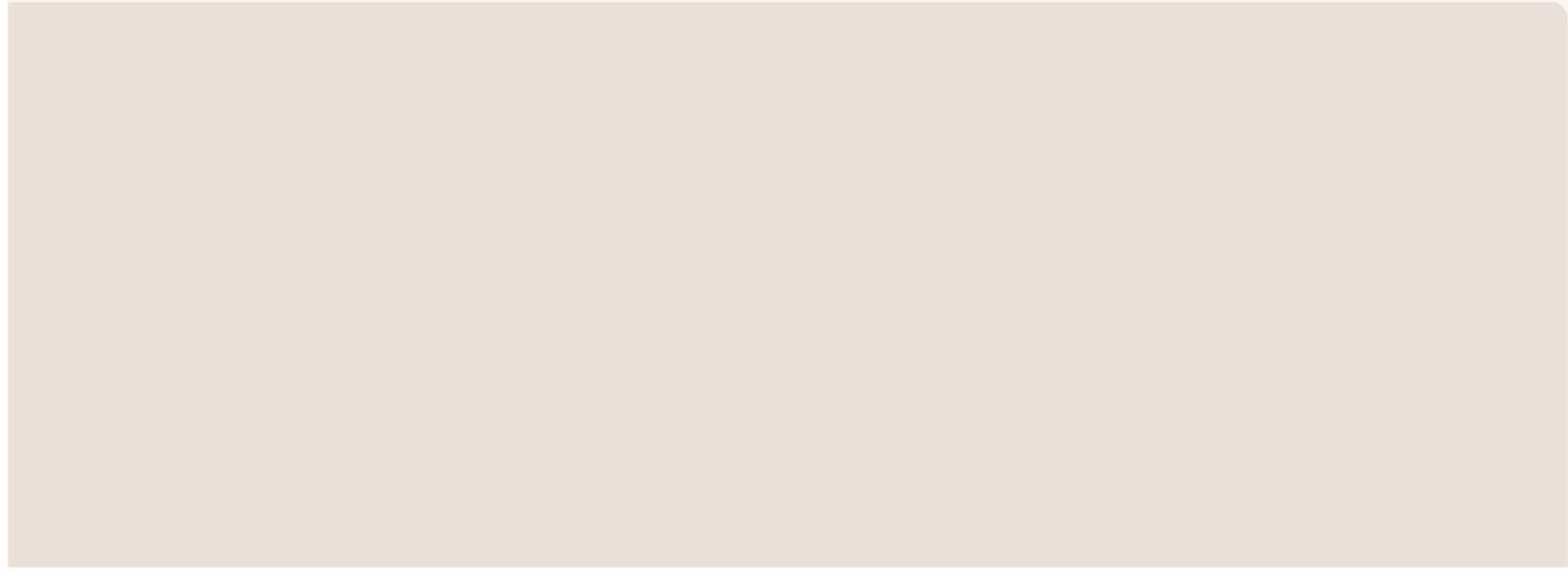
This is the underwear rule. What is covered by your pants and underwear is private.



That means your bottom, your genitals and your chest are all private.



 Help	  Help a lot	  Do not need help



 Washing hair	 Writing	 Eating lunch	 Crossing the road	 If you feel sick
 Showering	 Putting on your shoes	 Falling over	 Buying something from the shop	 Swimming
 Toilet	 Going on the bus	 Finding a shop	 Reading	 Going on the swing
 Dressing	 Counting	 Going on the computer	 Finding clothes	 Physiotherapist

## KEY STAGE 5

### Keeping safe

#### Learning outcomes

- Understanding personal boundaries.
- Recognizing safe and appropriate behaviors in different settings.
- Road/rail safety, internet safety, and assessing risk.
- Learning to say "no" and managing peer pressure.



- Building lessons on previous work about keeping **physically and emotionally safe**.
- Differentiated activities tailored to individual or class needs.



### Keeping safe

- Keeping safe in the community

- Personal safety

- Private and public places / body parts

- Being safe at home

- Online safety



# Toilet door close



Safe



Play



games



suitable

for



my



age.

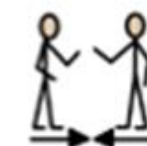


Not safe



Agree

to



meet



up

with a



new



friend.



Not safe



Enter



competitions



using



my



personal information.



## Learning outcomes


- Understanding what affects feelings and behaviours.
- Exploring strategies for managing challenging emotions and situations.
- Identifying and understanding personal and others' emotions.
- Exploring how emotions can change and affect behaviour.



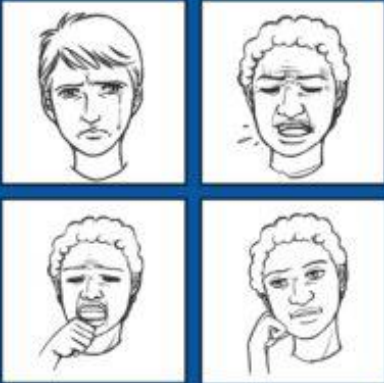


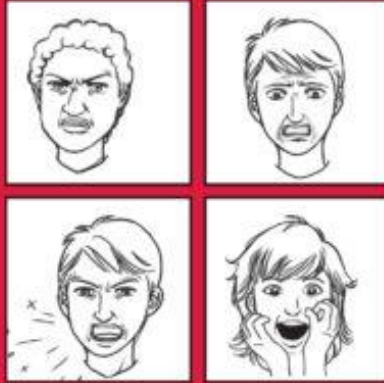
## Feelings and opinions



## KEY STAGE 5

- 
- Building lessons on previous work about keeping **physically and emotionally safe**.
  - Differentiated activities tailored to individual or class needs.

# The ZONES of Regulation®

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Yelling/Hitting Elated Out of Control



# Relationships and Friendship

**KEY STAGE 3**

**KEY STAGE 4**

**KEY STAGE 5**

### **KEY STAGE 3**

- Focus on developing an understanding of what makes a good friend.



### **KEY STAGE 4**

- Understanding appropriate behaviors and interactions in various situations.



### **KEY STAGE 5**

- Understanding changing relationships
- Focus on appropriate behavior & interactions in different relationships



## **RSE CLUB - UNDERSTANDING PERIODS**

- Personal Hygiene & Health
- Emotional Well-being
- Respect & Boundaries
- Peer Support
- Self-care



# **PARENTAL PARTNERSHIP**

**Parents and carers are  
vital in teaching our  
students RSE**

- Regular communication
- Clear information on the RSE policy and curriculum.



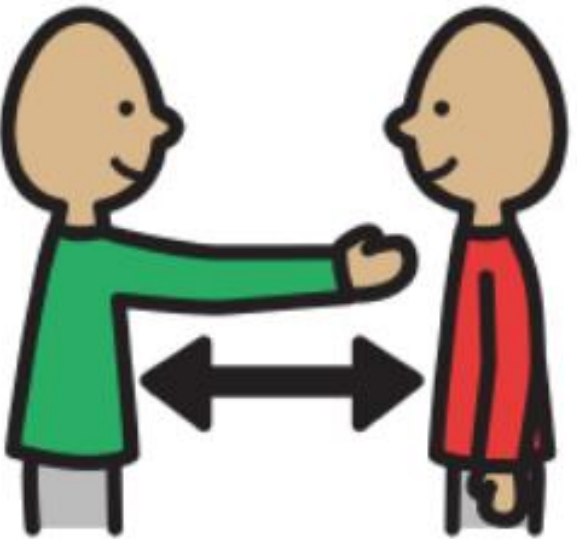
# RESOURCES



**Social story**  
Touching our private places



What Is Personal Space?



Now I know what to do!



**RSE@oaklands.uk.net**





**QUESTIONS**



Thank  
You!