



OXFORD INTERNATIONAL COLLEGE BRIGHTON

RELATIONSHIPS AND SEX EDUCATION POLICY

POLICY INTENDED FOR:	Parents, Students, Staff
CATEGORY:	Pastoral Care and Student Welfare
POLICY IMPLEMENTED BY :	Board of Directors
REVIEWED BY:	Board of Governors
REVIEWED DATE:	September 2025
NEXT REVIEW :	September 2026

CONTENTS

AIMS AND INTRODUCTION.....	2
ROLES AND RESPONSIBILITIES.....	4
CURRICULUM DESIGN	5
LEARNING OUTCOMES.....	6
EXAMPLES OF THE RSE CONTENT WITHIN THE PSHE PROGRAMME	8
SAFE AND EFFECTIVE PRACTICE	9
SAFEGUARDING	9
ENGAGING STAKEHOLDERS.....	10
RIGHT TO WITHDRAW	11
MONITORING, REPORTING AND EVALUATION	12
RSE POLICY REVIEW.....	12
USEFUL RESOURCES	12



AIMS AND INTRODUCTION

Relationships and Sex Education (RSE) became compulsory in all secondary schools in September 2020. This policy covers OIC Brighton's approach to Relationships and Sex Education.

Relationships and Sex Education (RSE) can be defined as:

"learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being." (Sex Education Forum)

Parents and guardians are often the prime educators for young people on many of these matters, and we are mindful that our students come from a wide range of cultural backgrounds. We are committed to working closely and collaboratively with parents and guardians, to build on what students have learned at home, ensure that parents and guardians are aware of what is being taught in school or college and create a sense of active partnership in which parents feel involved and well informed; in this way, we are all best able to support sensitive conversations with the young people in our care.

RSE at OIC Brighton is set in the context of our wider approach to Personal Development and wellbeing. Our aim is for our students to feel engaged, happy and at ease with themselves and their environment. Our approach to Personal Development is designed to fully and effectively prepare our students to thrive beyond their lives at OIC Brighton: as undergraduates and in the world of work. In this context, RSE should give all OIC Brighton students the ability to enjoy safe, fulfilling relationships, further furnishing them with the skills and knowledge they need for their social, moral, spiritual and cultural development.

Given the international nature of our College, with many of our students coming to the UK from overseas for the first time to study here, we are mindful of the need for RSE at OIC Brighton to be part of our wider efforts to ensure that our students are informed and prepared for life in the UK, understanding British values and being able to function and flourish within the context of British society, where many will stay on for university studies. To ensure active partnership with international parents, we will ensure that communication is open and two-way and accessible to parents in different countries and time zones.



The OIC Brighton RSE policy should be understood and implemented alongside these other OIC Brighton's policies, all of which are available on request:

- Prevention of Bullying policy
- Behaviour, rules, rewards and sanctions policy
- Curriculum policy
- e-Safety policy
- Safeguarding Policy
- Spiritual, moral, social and cultural policy (SMSC)
- Special educational needs and disabilities policy (SEND)
- Visiting speakers and Partisan Views policy

Our Relationships and Sex Education programme gives our students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. We want them to understand what a healthy relationship looks like, including what makes a good friend, a good colleague and a successful long-term committed relationship, civil partnership or marriage.

Our programme includes information about consent and what is acceptable and unacceptable behaviour in relationships; we believe this will help our students understand the positive effects that good relationships have on their mental wellbeing and also identify and manage situations when relationships are not right.

The principles underpinning our RSE programme include that we will:

- acknowledge, and be sensitive to, the wide cultural spectrum that our students come from and their potentially different starting points in terms of their current relationships and sex education;
- be accurate, factual and non-judgemental, covering a comprehensive range of information about sex, relationships, the law and sexual health;
- be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience;



- provide scope, via the approaches outlined above, for our students to ask questions, either publicly or anonymously (e.g. through question boxes or questionnaires);
- include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- connect RSE thoughtfully to the wider PSHE curriculum and programme of Personal Development to underline its significance and the interconnectedness of many aspects of the curriculum;
- ensure that the curriculum is relevant and responsive to the needs of our students and to perceived developments in our student culture, including responding to current events and widespread ideas or phenomena to which our students are exposed;
- draw on the strength of our STEAM faculty to ensure that the delivery of RSE is research-informed and expert, and correlates with content taught through the curriculum in the sciences;
- support our students in making informed, reasoned and responsible decisions.

ROLES AND RESPONSIBILITIES

The RSE programme is part of the Personal Development (PSHE) curriculum, overseen by the Head of PSHE and ultimately by the Deputy Principal Pastoral and Wellbeing, and DSL.

Other members of the pastoral team, including the College Nurse, College Counsellor and Head of Boarding, also play key roles in advising on and contributing to the programme. The RSE programme will be taught by a number of members of staff with different roles, including Tutors, the College Nurse, the College Counsellor, some subject teachers (where the content may overlap, e.g. Biology and Psychology) and, where appropriate, external speakers.



CURRICULUM DESIGN

Relationship and Sex Education is part of lifelong learning, starting early in childhood and continuing throughout life. It is important that it reflects the age and level of the learner and, for this reason, topics may be re-visited throughout the programme at OIC Brighton and/or when an issue becomes topical (e.g. in the media or local community). RSE is an integral part of the curriculum in Personal Development (PSHE) lessons. Selected resources, such as film clips, will be used which support and promote understanding within a values context and provide opportunity for facilitated discussion between students.

At OIC Brighton, we recognise that discussing and presenting sensitive topics can sometimes feel uncomfortable or vulnerable for students and teachers. To help promote openness and create a safe environment for these critical conversations, we work with specialist providers who bring expertise, experience, and an external perspective to the content. Their presence ensures that the material is handled with sensitivity and professionalism while creating space for honest discussions that might not typically happen in a standard class setting. Where appropriate (e.g. where students would benefit from the knowledge of a more 'specialist' organisation), external speakers and organisations will therefore deliver aspects of the programme. Whenever external speakers and organisations are involved, the College will liaise with the speaker in advance to ensure that the content of the session is appropriately matched to the needs of our students.

Appropriate checks are also made on all external speakers and organisations, who sign an agreement and guidelines document in advance (see OICB's Visiting Speakers and Partisan Views Policy).

Versatility and flexibility in the curriculum are important as they allow us to be attuned to the different needs of students and local circumstances, including public health, circumstances within the College community and the needs of individual students, if appropriate. In addition, we ensure that RSE is matched to the needs of our students by seeking their views and feedback (e.g. by questionnaires and via student voice) and also via close liaison between staff leading the RSE curriculum and those leading on pastoral issues among that age group of students (in many cases these roles overlap).

Each unit of Personal Development, including RSE, culminates in a tangible end-of-unit project. These projects enable students to apply their knowledge in practical, creative, or reflective ways, providing measurable evidence of their



learning. In addition, each unit has a specific “performing skill” outcome (e.g. confidence in presenting, debating, or teamwork) which students actively work towards.

LEARNING OUTCOMES

By the end of Key Stage 5 (Year 13), and in accordance with the Department for Education guidance, OIC Brighton students should know:

- that there are different types of committed, stable relationships
- how these relationships might contribute to human happiness and their importance for bringing up children
- what marriage is, including its legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony
- why marriage is an important relationship choice for many couples and why it must be freely entered into;
- the characteristics and legal status of other types of long-term relationships;
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
- how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships), how to seek help or advice, including reporting concerns about others, if needed
- the characteristics of positive and healthy friendships in all contexts, including online, such as
- trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict;
- reconciliation and ending relationships, including different (non-sexual) types of relationships
- practical steps that can be taken in a range of different contexts to improve or support respectful relationships;
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non- consensual behaviour or encourage prejudice);
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs;
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help;



- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control;
- what constitutes sexual harassment and sexual violence and why these are always unacceptable;
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal;
- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online;
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online;
- not to provide material to others that they would not want shared further and not to share personal material that is sent to them;
- what to do and where to get support to report material or manage issues online;
- the impact of viewing harmful content;
- that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners;
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including imprisonment;
- how information and data is generated, collected, shared and used online;
- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and Female Genital Mutilation (FGM), and how these can affect current and future relationships;
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online;
- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship;
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing;
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women, and menopause;



- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others;
- that they have a choice to delay sex or to enjoy intimacy without sex;
- the facts about the full range of contraceptive choices, efficacy and options available;
- the facts around pregnancy including miscarriage;
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help);
- how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing;
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment;
- how the use of alcohol and drugs can lead to risky sexual behaviour;
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

In addition, OIC Brighton students will be expected to reflect on their progress through:

- completing confidence trackers at the beginning and end of each unit,
 - participating in student voice activities at the end of each academic year, and
 - contributing to impact group reviews and Student Council projects (e.g. hustings, silent disco, charity events).
- These processes provide measurable outcomes and ensure student learning is embedded and evaluated beyond knowledge recall.

EXAMPLES OF THE RSE CONTENT WITHIN THE PSHE PROGRAMME

Year 9: healthy relationships with ourselves; healthy relationships with others; self-care; consent; gendered language; LGBTQAI+ community; social media safety and sexting.

Year 10: sexually transmitted infections; e-safety (online footprint, social networking, the law, security settings); screen time, social media and self-esteem; positive relationships and contraception.

Year 11: positive mental health; consent; LGBTQAI+ community; safe sex and STIs; sexual harassment in the workplace.



Years 12 and 13: consent and positive relationships; preparation for undergraduate life; the influence of online behaviours on sexual relationships including the effects of pornography; pregnancy, abortion and miscarriage.

Drugs and alcohol are topics which are re-visited each year; this incorporates how the use of drugs and alcohol can lead to risky sexual behaviour.

Each year group's Personal Development projects provide opportunities for students to demonstrate their understanding in authentic ways. These projects are co-designed with staff, Student Council, and impact groups to ensure relevance and measurable impact.

SAFE AND EFFECTIVE PRACTICE

It is particularly important in RSE discussions that students feel that the learning environment is safe and that potentially sensitive or controversial issues will be managed well. As in all of our lessons, prejudice, discrimination and bullying are unacceptable. Teachers and students will therefore agree 'ground rules' around any discussion before it begins; these will include how to ensure that the views of all learners are respected, that topics are 'distanced' from particular students or issues, and that there is an opportunity for learners to ask questions anonymously, either in advance of the lesson or following it.

All staff teaching RSE will be supported by the pastoral team; staff will have opportunity to ask questions and seek advice on how best to deliver the sessions and have access to appropriate resources and training to support them.

SAFEGUARDING

A focus on healthy relationships and broader relationships education can help young people understand acceptable (and unacceptable) behaviours in relationships.

The government's statutory guidance on Relationships and Sex Education (RSE) (Secondary) makes a number of references to safeguarding issues which should be addressed sensitively and clearly within RSE. (See **LEARNING OUTCOMES** above.)

Staff are aware that effective RSE, including education around some of the topics listed above, could lead to a disclosure of a child protection issue. Students are clearly informed about how they can access confidential advice and health services within the boundaries of safeguarding.



All staff are trained in safeguarding, including how to handle a disclosure and, were a disclosure to be made, staff would follow the OIC Brighton Safeguarding Policy.

Visitors and external agencies who support the delivery of RSE are also made familiar with this policy, including how to contact the Designated Safeguarding Lead or member of the safeguarding team (please see also our Visiting Speakers and Partisan Views Policy).

ENGAGING STAKEHOLDERS

Parents and guardians will have access to this RSE policy via the College website. A copy is available to anyone who would like us to send them one. Parents and guardians will be notified (by letter, email and newsletters) when particular topics are being covered in College. Where possible, there will be opportunities for parents to view the materials and resources, and have the opportunity to ask staff questions about the plans for different sessions, including during bespoke parent webinars.

Governors will be consulted about the RSE policy and curriculum through governor meetings.

We believe that our students should be actively involved as participants, advocates and evaluators in developing good quality RSE provision.

Student voice, confidence trackers, impact groups and Student Council projects will be systematically used to review and tailor our RSE programme. Their involvement ensures that student perspectives shape both the content and delivery of the curriculum, and that outcomes are meaningfully evaluated.



RIGHT TO WITHDRAW

At OIC Brighton, our approach is to engage in active partnerships with parents, guardians and families by being proactive in involving parents so that they feel fully informed. We will achieve this through engagement activity including parent workshops, newsletters, forums and parents' evenings.

There is no right to withdraw from the Relationships content of RSE, as these topics – such as family, friendship, safety (including online safety) – are important for all young people to be taught.

However, parents have the right to request that their son/daughter be withdrawn from some or all of sex education delivered as part of statutory RSE.

If a parent/guardian wishes to request that their son or daughter be removed from RSE, they should write to the Principal. Before granting any such request, the Principal (or other member of the Senior Leadership Team) will invite the parent/guardian to discuss the request, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

In such situations, it is good practice for the Principal to discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the student.

This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. The detrimental effects may be mitigated if parents propose to deliver sex education to their son/daughter at home instead.

Once these discussions have taken place, except in exceptional circumstances, we will respect the parent/guardian's request to withdraw the student, up to and until three terms before the student turns 16. After that point, if the student wishes to receive sex education rather than be withdrawn, we will make arrangements to provide this.

If a student is excused from sex education, we will ensure that the student receives appropriate, purposeful education during the period of withdrawal.



MONITORING, REPORTING AND EVALUATION

We have the same high expectations of the quality of students' work in RSE as for other curriculum areas. As in other subjects, a strong curriculum builds on the knowledge students have previously acquired, including in other subjects, with regular feedback provided on student progress. Lessons will be planned to ensure that students of differing abilities are suitably challenged. The monitoring, reporting and evaluation of the RSE programme will include:

- monitoring and evaluating the contribution of visitors and external agencies to RSE provision via feedback from both students and staff;
- students having opportunities to review and reflect on their learning during lessons and feed this back to the teacher/session leader;
- lesson observations where appropriate (and where this would not impact negatively on the student's ability to speak openly in the session);
- staff having the opportunity for professional dialogue to reflect critically on their work in delivering RSE.
- analysis of confidence tracker data to measure growth in student self-efficacy,
- collation of annual Student Voice surveys and feedback from Impact Groups,
- reviewing the quality and impact of end-of-unit projects, which provide tangible evidence of learning and skill development.

RSE POLICY REVIEW

This policy will be reviewed annually by the Deputy Principal Pastoral & Wellbeing to ensure that it continues to meet the needs of students, staff and parents and that it is in line with current Department for Education advice and guidance.

USEFUL RESOURCES

[Relationships and Sex Education \(RSE\) \(Secondary\) - GOV.UK](#)

[Relationships and sex education \(RSE\) and health education - GOV.UK](#)
[Understanding Relationships, Sex and Health Education - a guide for secondary school parents \(publishing.service.gov.uk\)](#)

www.sexeducationforum.org.uk