

# MY OASIS

Therapeutic Alternative Provision

## Relationships and Sexual Health Education (RSHE)

### Policy

**2026/2027**

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Date of Next review: January 2027



CHARLOTTE LOWE  
PSYCHOLOGICAL SERVICES LTD



MY OASIS  
THERAPEUTIC ALTERNATIVE PROVISION

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## Statement of Intent

At **My Oasis Therapeutic Alternative Provision (TAP)**, an Independent Special School, we believe that a high-quality **Relationships, Sex and Health Education (RSHE)** is essential in preparing students for **safe, healthy, and fulfilling lives**. Our RSHE curriculum is **statutory** and designed to equip students with the **knowledge, skills, and understanding** they need to form positive relationships, understand consent, manage risks, and make informed decisions about their health and wellbeing.

Our vision is that students, staff, and all connected to our school will always strive to achieve their personal best in every aspect of life.

### **We aim to ensure that:**

- Students develop healthy, respectful relationships, understand consent, equality, and diversity, and can navigate challenges safely.
- Students are empowered to recognise and respond to safeguarding risks, both offline and online.
- Students gain the confidence to become responsible, active citizens, upholding British Values including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.
- Learning is delivered in a trauma-informed, therapeutic, and inclusive environment, recognising that some students may have experienced past challenges relating to relationships or wellbeing.
- RSHE provision is differentiated, personalised, and responsive to the needs of all students, including those with SEND or other vulnerabilities.

- Students are supported to develop emotional literacy, resilience, and critical thinking in relation to relationships, health, and personal wellbeing.

In delivering RSHE at My Oasis TAP, we adopt a trauma-informed and therapeutic approach, recognising that some students may have experienced past challenges related to relationships or wellbeing. Learning may be delivered in small groups or on a one-to-one basis to ensure individual needs are met.

**This policy should be read alongside the following documents, which ensure a coherent and safeguarding-led approach to students' personal development:**

- PSHE Policy
- E-Safety and Acceptable Use Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- RSHE Curriculum Maps (KS3 & KS4)

Through this approach, My Oasis TAP is committed to delivering RSHE that is inclusive, safe, empowering, and statutory-compliant, equipping students with the knowledge, skills, and understanding to build positive relationships, maintain good health, and thrive both now and in the future.

## Legal Framework

At *My Oasis Therapeutic Alternative Provision (TAP)*, our RSHE programme is designed to meet statutory requirements while promoting a safe, inclusive, and supportive learning environment. It is delivered in line with current legislation, statutory guidance, and best practice frameworks.

**This policy has due regard to the following legislation and statutory guidance:**

- Education Act 1996 – establishes the requirement to provide a broad and balanced curriculum.
- Education Act 2002 – ensures schools meet their duty to deliver a full educational experience, including PSHE and RSHE.
- Children and Social Work Act 2017 – confirms the statutory requirement for Relationships Education and Health Education.
- DfE (2025) 'Keeping Children Safe in Education' (KCSIE) – links RSHE with safeguarding duties, ensuring students' welfare is prioritised.
- DfE (2024) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' – provides statutory guidance on curriculum content, delivery, and inclusivity.
- DfE (2024) 'School and College Security' – ensures a safe learning environment.

**Our RSHE policy is implemented alongside other key *My Oasis TAP* policies to ensure consistency, safeguarding, and holistic student development:**

- Safeguarding and Child Protection Policy – managing disclosures and safeguarding concerns in line with statutory guidance.
- Anti-Bullying Policy – promoting respect, empathy, and positive relationships.
- Behaviour Policy – embedding emotional literacy and restorative practice.
- Attendance Policy – supporting engagement with RSHE and wider learning.
- E-Safety and Acceptable Use Policy – addressing digital resilience, sexting, online harassment, and safeguarding in online spaces.

By integrating statutory guidance, legal requirements, and internal policies, *My Oasis TAP* ensures that RSHE is inclusive, safe, legally compliant, and tailored to the needs of our students, particularly in a therapeutic setting where trauma-informed approaches and individual support are central to effective learning.

## Aims and Objectives of RSHE

At My Oasis, our RSHE programme forms a core part of the curriculum and safeguarding framework. In line with **DfE Statutory Guidance (2019, updated 2025)** and the **Children and Social Work Act 2017**, our RSHE aims to:

- **Equip students with knowledge, skills, and attitudes** to form safe, healthy and respectful relationships both online and offline.
- **Promote respect, empathy, consent, equality, and self-esteem**, supporting students to make informed and responsible choices.
- **Raise awareness of risks** such as bullying, sexual harassment, sexting, exploitation, grooming, pornography, and harmful online content, while building digital resilience.
- **Embed RSHE within PSHE and safeguarding**, ensuring a consistent approach that protects students from harm and supports early intervention.
- **Ensure inclusivity and accessibility**, reflecting the diverse needs and identities of all students, including those with SEND or additional vulnerabilities.
- **Adopt a trauma-informed approach**, recognising that many students have experienced adversity and may require adapted delivery in small groups or one-to-one settings.

By achieving these objectives, My Oasis TAP prepares students for healthy relationships, responsible adulthood, and safe participation in an increasingly connected world.

## Curriculum Content

At *My Oasis TAP*, RSHE is **fully embedded within the PSHE curriculum** to provide students with a comprehensive, developmentally appropriate, and trauma-informed education. The curriculum is differentiated to meet the needs of all students, including those with SEND or other vulnerabilities, and may include small-group or one-to-one sessions where appropriate.

**The curriculum is divided into Key Stage 3 and Key Stage 4 to ensure content is age-appropriate, sequenced progressively, and responsive to students' developmental needs.**

### **Key Stage 3 (Years 7–9)**

#### **Relationships:**

- Understanding family, friendships, and early romantic relationships.
- Developing respect, empathy, communication, and conflict resolution skills.
- Recognising and responding to bullying, harassment, and unhealthy relationships.
- Introduction to LGBTQ+ identities and inclusivity.

#### **Sex Education:**

- Puberty, body changes, and sexual development.
- Basic understanding of human reproduction and consent.
- Understanding personal boundaries and privacy.

#### **Health Education:**

- Emotional well-being, self-esteem, and mental health awareness.
- Healthy lifestyle choices: nutrition, exercise, and sleep.
- Awareness of substances and their effects.

#### **Online Safety and Digital Awareness:**

- Recognising online risks, including cyberbullying, grooming, and harmful content.
- Introduction to pornography, its potential impact, and safe online behaviours.
- Awareness of AI influence in digital media and responsible online conduct.

### **Key Stage 4 (Years 10–11)**

#### **Relationships and Sex Education:**

- In-depth understanding of consent, healthy sexual relationships, and boundaries.
- Contraception, sexual health, and STI prevention.
- Critical engagement with pornography and understanding its impact on relationships and attitudes.
- Awareness of sexual exploitation, gender identity, and sexual orientation.
- Legal considerations regarding relationships and sexual behaviour.

#### **Health Education:**

- Advanced mental health support, coping strategies, and resilience.
- Substance misuse prevention and its impact on well-being.
- Managing stress, anxiety, and emotional regulation.

#### **Online Safety and Digital Literacy:**

- Understanding the influence of AI, algorithms, and online content.
- Recognising and responding to online exploitation, sexting, and grooming.
- Safe social media use, privacy, and managing digital footprints.

### **Cross-Cutting Themes**

- LGBTQ+ inclusion and equality across all topics.
- Trauma-informed approaches, small group or 1:1 delivery where needed.
- Reinforcement of safeguarding, digital safety, and personal well-being throughout.
- Integrated within PSHE units for continuity and consistency across Key Stages 3 and 4.

## **Delivery and Teaching Method**

At My Oasis TAP, RSHE is delivered through a **flexible, student-centred, and trauma-informed approach** that is fully embedded within the **PSHE curriculum**, with reinforcement through **Science** and wider cross-curricular learning. Lessons are designed to be developmentally appropriate, engaging, and relevant, supporting both academic and social-emotional development.

### **1. Student-led and active learning**

- Lessons use **discussion, role play, group work, case studies, and reflective activities** to encourage participation and critical thinking.
- Students are supported to develop research and study skills and to engage in investigative, thought-provoking activities that build independence.

### **2. Safe learning environment**

- Clear ground rules are established at the start of RSHE lessons to ensure respectful, supportive, and safe dialogue. Examples include:
  - No crude language.
  - No shouting or raised voices.
  - No talking over others.
  - Respect differing views.
  - Keep contributions subject-specific, not personal.
- Staff ensure that discussions remain professional, supportive, and inclusive, creating a climate of trust where students feel safe to share.

### **3. Integration across the curriculum**

- RSHE is taught through **PSHE, science, and cross-curricular opportunities**, ensuring consistent reinforcement of key messages.

- Topics are explicitly linked to **safeguarding, pastoral care, and online safety**, making RSHE a cornerstone of the school's protective and preventative framework.

#### 4. Trauma-informed and therapeutic delivery

- Staff use methods sensitive to students' past experiences and adapt delivery to meet diverse needs.
- Small-group or one-to-one sessions are provided where appropriate, ensuring access for students with **SEND, SEMH needs, or vulnerabilities**.
- Restorative learning approaches are used to build empathy, repair harm, and support positive relationship skills.

#### 5. Community engagement and experiential learning

- Students participate in **charity work, volunteering, and school/community events** (e.g., assemblies, workshops, open evenings) to reinforce RSHE in real-life contexts.
- **External speakers**, including health professionals, the police, and community organisations, are invited to enhance learning. These sessions are always monitored by staff to ensure they are appropriate and aligned with TAP's safeguarding and curriculum values.
- Lessons may incorporate **local community issues** to ensure relevance and connection to students' lived experiences.

#### 6. Responsive questioning and discussion

- Students' questions are answered **openly, honestly, and respectfully**, with staff modelling appropriate language and behaviour.
- Inappropriate or unsafe questions are managed sensitively to avoid embarrassment, while still providing clear, factual guidance.

#### 7. Staff training and support

- All staff involved in delivering RSHE receive **regular training and CPD**, in line with **DfE statutory guidance** and the **PSHE Association framework**.
- Training includes **safeguarding procedures, managing sensitive topics**, and strategies for inclusive, trauma-informed practice.

## Safe Learning Environment

At *My Oasis TAP*, we prioritise a **safe, supportive, and respectful learning environment** for all students, recognising that RSHE covers sensitive and personal topics. The following principles guide our approach:

#### 1. Respect and Confidentiality:

- All students are encouraged to participate respectfully, listen to others, and value differing perspectives.
- Ground rules are established at the start of lessons to maintain a safe space for discussion and reflection.
- While students' contributions are respected, confidentiality cannot override safeguarding obligations.

## **2. Trauma-Informed Approach:**

- Staff are trained to recognise the impact of past experiences and deliver content in a sensitive, non-judgemental way.
- Small-group or one-to-one sessions are available for students who may find certain topics distressing or challenging.
- Supportive strategies, including debriefing and reflective exercises, are incorporated to ensure emotional safety.

## **3. Safeguarding and Disclosure:**

- Students are reminded that staff cannot guarantee complete confidentiality if concerns about safety or well-being arise.
- Any disclosures or signs of risk are handled according to the **Child Protection and Safeguarding Policy**.
- Designated Safeguarding Leads (DSLs) are available to provide immediate support and guidance.

## **4. Safe Use of External Resources:**

- Visiting speakers, such as health professionals or police officers, are supervised and monitored to ensure content aligns with policy aims and the values of the school.
- Digital resources, including online materials and media, are reviewed for appropriateness and age-appropriateness.

## **5. Inclusive and Respectful Environment:**

- All students, regardless of gender, identity, culture, or ability, are valued and included.
- Discussions and activities are adapted to be accessible, ensuring every student can engage meaningfully with the curriculum.
- LGBTQ+ inclusion and respect for protected characteristics are embedded across all RSHE content.

## **6. Encouraging Open Dialogue:**

- Students are encouraged to ask questions and express their thoughts in a safe and structured way.
- Staff respond respectfully, clarifying misconceptions and providing factual information while maintaining the well-being and dignity of all students.

# Safeguarding in RSHE

RSHE is a **core component of safeguarding** at My Oasis Therapeutic Alternative Provision (TAP). The programme is designed not only to provide knowledge and skills but also to act as a **preventative and protective measure**, equipping students to stay safe in both their offline and online lives.

- **Staff responsibilities:** All staff delivering RSHE follow the school's safeguarding training and statutory guidance in **Keeping Children Safe in Education (2025)**. Any disclosure or safeguarding concern raised during RSHE lessons will be:

- Taken seriously and listened to without judgment.
- Recorded accurately and factually.
- Reported immediately to the **Designated Safeguarding Lead (DSL)**, or the Deputy DSL if the DSL is unavailable, in line with the **Child Protection & Safeguarding Policy**.
- **Sensitive topics:** RSHE addresses areas such as **sexual harassment, sexual violence, sexting, child-on-child abuse, exploitation, grooming, domestic abuse, FGM, and online harms**. These topics are handled with sensitivity, ensuring that:
  - Content is age-appropriate, trauma-informed, and delivered in a safe learning environment.
  - Students are reminded of internal support (DSL, pastoral staff, mentors) and external services (Childline, NHS, local safeguarding partnership, specialist charities).
- **Empowerment through education:** RSHE equips students with the ability to:
  - Recognise the signs of abuse, coercion, or unhealthy relationships.
  - Understand what constitutes consent and respect in all relationships.
  - Know how and where to report concerns, both in school and externally.
  - Build resilience against peer pressure, online exploitation, and harmful cultural or societal influences.
- **Staff wellbeing:** Given the sensitive nature of topics, staff will be supported through supervision and CPD to ensure they can manage safeguarding conversations confidently and safely.

By embedding safeguarding into RSHE, My Oasis ensures that all students are taught not only **how to protect themselves**, but also that they are **never alone** in accessing help and support.

## Reports of Abuse and Confidentiality

Safeguarding is central to RSHE delivery at My Oasis TAP. RSHE lessons often involve sensitive discussions where disclosures may be made. All staff follow the **Child Protection and Safeguarding Policy** and statutory guidance in **Keeping Children Safe in Education (2025)**.

### Child on Child Abuse

Staff are aware that abuse can be perpetrated by children against other children, both in person and online, including through **AI-enabled platforms**. Examples include:

- Bullying (including cyberbullying, harassment via social media, AI chatbots, or messaging apps).
- Physical abuse (e.g. hitting, kicking, hair-pulling).
- Sexual violence (rape, assault by penetration, sexual assault).
- Sexual harassment (verbal comments, online harassment, sexual jokes, image-based abuse).
- Upskirting (as defined in the **Voyeurism (Offences) Act 2019**).
- Youth-produced sexual imagery (sexting).
- Initiation or hazing-type violence, intimidation, or rituals.

### **Staff responsibilities:**

- Follow safeguarding procedures immediately.
- Log and report incidents, including those involving technology or AI-generated content.
- Consider and respect the **wishes and feelings of the student**, while prioritising safety.

### **Indicators of Risk from Serious Violent Crime**

Staff must remain alert to indicators of potential involvement in serious violent crime, including:

- Increased absence from school.
- Sudden changes in friendships or association with older individuals/groups.
- Decline in academic performance.
- Evidence of self-harm or sudden changes in well-being.
- Signs of assault or unexplained injuries.
- Possession of new items, unexplained gifts, or unusual online activity (e.g. phishing attempts, AI-generated contacts).

Concerns must be reported to the DSL or Deputy DSL without delay.

### **Honour-Based Abuse, Forced Marriage, and FGM**

Staff are trained to recognise risks relating to honour-based abuse, forced marriage, and **Female Genital Mutilation (FGM)**.

- Any suspicion must be reported to the DSL immediately.
- Safeguarding procedures will be activated, and referrals made where necessary.
- Under **section 74 of the Serious Crime Act 2015**, teachers have a duty to report known cases of FGM directly to the police.

### **Digital and AI-Related Risks**

In line with statutory duties, staff must recognise emerging risks linked to digital technologies and artificial intelligence, including:

- Online grooming and exploitation.
- Sexting, image-based abuse, and deepfakes.
- AI-generated misinformation or harmful interactions (e.g. simulated harassment).
- Radicalisation, extremism, or exposure to harmful ideologies.

### **Staff will:**

- Monitor and respond to inappropriate or harmful online interactions.
- Embed **digital literacy and AI awareness** in teaching, supporting students to critically evaluate online content.
- Report AI-related concerns to the DSL immediately.

### **Confidentiality and Information Sharing**

- Students must be made aware that **absolute confidentiality cannot be guaranteed**.
- Staff will explain that safeguarding obligations require concerns to be shared with the DSL and, if necessary, external safeguarding partners.
- Information will only be shared with those directly involved in safeguarding, in line with **UK GDPR** and the **Data Protection Act 2018**.
- Accurate, timely records will be kept on the school's safeguarding system.

### **Reporting and Support for Students**

- Every RSHE and PSHE session includes signposting to reporting channels for safeguarding, including online and AI-related concerns.
- Students are informed of safe reporting pathways within school (DSL, mentors, pastoral staff) and external support (Childline, NHS, CEOP, local safeguarding partnership).
- Staff ensure that peers or friends involved in safeguarding concerns are also supported appropriately.

### **External Agencies and Visitors**

- External professionals (health staff, police, charities, online safety experts) may contribute to RSHE delivery.
- All visitors must agree in advance how safeguarding disclosures will be handled and will be supervised by TAP staff at all times.
- Materials and delivery must align with TAP's safeguarding standards and policy values.

### **Managing Sensitive Topics**

- Staff receive training to manage discussions on self-harm, suicide, sexual harassment, online exploitation, pornography, and AI-related abuse with sensitivity and professionalism.
- All disclosures will be managed according to safeguarding procedures and reported immediately to the DSL or Deputy DSL.

## **Key Roles and Responsibilities**

### **The Local Governance Committee holds overall responsibility for the RSHE and PSHE Policy, including:**

- Ensuring the effective implementation of the policy across the school.
- Monitoring its impact on safeguarding, wellbeing, and student outcomes.
- Ensuring the policy complies with statutory duties and does not discriminate on any grounds, including (but not limited to) age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

### **The Headteacher is responsible for:**

- Reviewing the PSHE and RSHE Policy annually, in consultation with the Local Governance Committee.
- Handling any complaints relating to the implementation of the policy.
- Overseeing the day-to-day delivery and management of RSHE across the school.

### **The PSHE and RSHE Subject Leader is responsible for:**

- Designing, maintaining, and updating a relevant and responsive scheme of work.
- Liaising with staff, external agencies, and community partners to ensure high-quality delivery.
- Ensuring the curriculum reflects current statutory guidance, is trauma-informed, and meets the diverse needs of the school community.
- Monitoring teaching quality and evaluating the effectiveness of RSHE provision.

### **The School (My Oasis) will:**

- Consult with parents and carers to ensure RSHE reflects the values, safeguarding needs, and lived realities of the wider school community.
- Inform parents of their legal right to withdraw their child from sex education (but not from relationships or health education).
- Engage students and other stakeholders in shaping the curriculum through regular feedback, suggestion forms, and discussions.
- Remain responsive to emerging safeguarding and social issues, including those relating to digital technologies, AI, online safety, and mental well-being.

## Parental Engagement & Right to Withdraw

At *My Oasis TAP*, we recognise that **parents and carers are the primary educators of their children in matters of relationships, health, and values**. We are committed to working in partnership with families to ensure RSHE is transparent, inclusive, and supportive of students' development.

- **Consultation on policy:** Parents and carers are consulted during the development and review of the RSHE Policy to ensure it reflects the values and needs of the wider school community. A copy of this policy is published on the school website and is available free of charge on request.
- **Right to withdraw:** Parents have the legal right to request that their child be withdrawn from **non-statutory sex education**. This does not apply to **Relationships Education, Health Education, or the biological aspects of sex education that form part of the science curriculum**.
- **Clear process:** Requests to withdraw must be made in writing to the Headteacher. Each request will be considered, and the Headteacher will discuss the implications with parents to ensure their decision is informed and in the child's best interests.
- **Record keeping:** All requests to withdraw, along with the outcome of discussions with parents, are formally recorded and retained by the school.
- **Parental engagement in learning:** Parents are encouraged to view curriculum plans and materials in advance and are invited to share feedback. They are also signposted to resources to support conversations with their children at home.

This approach ensures that RSHE is delivered in a way that is **transparent, respectful of parental rights, and supportive of students' safeguarding and wellbeing**.

# Assessment & Monitoring

Assessment and monitoring at *My Oasis* ensure that RSHE is **delivered effectively, meets statutory requirements, and supports safeguarding and personal development outcomes**. The process is rooted in the DfE RSHE Statutory Guidance and aligned with the school's wider PSHE, safeguarding, and behaviour frameworks.

## Student Assessment

- RSHE is assessed through **ongoing, formative methods** that focus on the development of knowledge, understanding, skills, and attitudes rather than formal academic grading.
- Assessment strategies include:
  - Class and group discussions.
  - Reflection journals and personal responses.
  - Scenario-based tasks, role play, and case studies.
  - Surveys and self/peer assessments to gauge confidence and understanding.
- Assessment outcomes are used to **adapt teaching to student needs**, with additional support offered through one-to-one or small group sessions where required.

## Monitoring Curriculum Delivery

- The **RSHE/PSHE Lead**, supported by the **Senior Leadership Team (SLT)**, monitors curriculum delivery through:
  - Lesson observations and learning walks.
  - Reviewing lesson plans, resources, and student work.
  - Collecting feedback from students and staff on relevance and accessibility.
  - Ensuring teaching remains trauma-informed and inclusive of SEND and vulnerable learners.
- External providers (e.g., health professionals, police, charities) are quality assured to ensure their input aligns with the school's values and safeguarding framework.

## Link to Safeguarding & Behaviour

- RSHE outcomes are cross-referenced with:
  - **Safeguarding data** (disclosures, referrals, emerging risks such as online harm, sexual harassment, or exploitation).
  - **Behaviour and attendance data** to identify patterns that may indicate unmet needs.
- This ensures RSHE contributes directly to the school's **preventative safeguarding work** and is responsive to the challenges students face both online and offline.

## Review & Accountability

- The policy and curriculum are reviewed **annually** by the RSHE Lead and SLT, and formally approved by the **Local Governance Committee**.

- Parents and carers are consulted during policy review, in line with statutory guidance.
- Student voice is actively sought to ensure content is **age-appropriate, relevant, and timely**.
- Findings from assessment and monitoring inform the **School Development Plan**, ensuring RSHE is continually improved.

### Ofsted Alignment

Monitoring processes are designed to meet Ofsted's expectations by demonstrating how RSHE contributes to:

- **Personal development** (preparing students for life in modern Britain, fostering respect and healthy relationships).
- **Behaviour and attitudes** (developing resilience, empathy, and responsibility).
- **Safeguarding** (ensuring students know how to stay safe online and offline, and how to seek help).

## Policy Review & Updates

At *My Oasis TAP*, the RSHE Policy is treated as a **living document**, ensuring it remains current, compliant, and responsive to the needs of students and the wider community.

- **Annual review:** The policy is formally reviewed every year by the **Senior Leadership Team (SLT)** and the **Local Governance Committee**. This review considers feedback from staff, students, parents, and external partners.
- **Updates in line with statutory guidance:** The policy is updated whenever new or revised statutory guidance is issued, including but not limited to:
  - Department for Education RSHE Guidance.
  - *Keeping Children Safe in Education (KCSIE)*.
  - Ofsted inspection frameworks and expectations.
  - Other relevant safeguarding or equality legislation.
- **Responsive to safeguarding and emerging issues:** The policy may also be updated mid-cycle in response to:
  - Emerging safeguarding trends (e.g., online harms, harmful sexual behaviours, or exploitation risks).
  - Developments in digital technology (e.g., artificial intelligence, online platforms, pornography).
  - Local community concerns or student needs identified through monitoring and feedback.

- **Transparency and communication:** Any updates are communicated to staff, students, parents, and carers. A copy of the most up-to-date policy is always available on the school website and free of charge on request.

This ensures the RSHE curriculum at *My Oasis* remains **statutory compliant, safeguarding-led, and relevant** to the real-world challenges our students face.