

Oakfield School

56. PSHE, Sex and Relationships Policy



	Date
Agreed by School Governors:	September 2011
To be Reviewed:	July 2016

Personal, Social and Health Education

Aims and Values

It is recognised that Personal, Social and Health Education and Citizenship at all Key Stages covers many issues important for the better understanding of the rights, duties and responsibilities of adult life. There is also a recognition that there is a duty to promote pupils' spiritual, moral, social and cultural development, acknowledged in Curriculum 2000 as a requirement across all areas of the curriculum.

Pupils' personal development in terms of the spiritual, moral, social and cultural aspects of life cannot be left to chance, or relied upon as an instinctive human growth pattern. The school will create explicit teaching and learning opportunities to encourage the development of such skills and attitudes. Within the context of strong, reflective leadership and management, there will be

- an honest acknowledgement and reasoned understanding of the diverse nature of the particular and complex problems that our pupils bring to School.
- the provision of a safe, effective and cared for working environment that promotes excellence in learning, enjoyment and pupil's enjoyment
- a behaviour policy based on fairness, consistency, self worth and independence
- respect for persons; demonstrated, taught and advertised
- high expectations of staff, pupils, carers and governors in preparation for pupils future opportunities and responsibilities
- opportunities to celebrate pupil and staff successes, valuing individual and group achievements
- the development and maintenance of useful, responsive systems for monitoring, evaluating, recording and improving the work of staff and pupils
- the development of links with the wider community and strong, purposeful links with other agencies
- the encouragement and provision of responsive training opportunities for all staff

The adoption of Citizenship as part of Personal, Social and Health Education is intended

- to promote attitudes which challenge stereotypes particularly culture, ethnicity, religion, gender, sexuality and disability
- to reflect and complement the ethos of the school in general
- to reflect and complement the school's Behaviour Policy
- to allocate legitimate, purposive time to these important aspects of pupils' development
- to promote the better understanding of abstract issues that often prove difficult for pupils who have learning difficulties
- to create and examine effective ways of teaching
- to encourage pupils through the establishment of a school council to take responsibility, make choices and vote
- to allow pupils to express a concern for the environment and sustainable development.
- To increase pupils awareness on safe relationships
- To educate on drugs awareness
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Subject Aims

As already indicated, PSHE and Citizenship will reflect and complement the ethos of the school. In particular, it is intended that PSHE and Citizenship will

- support and enhance learning across the whole curriculum, by promoting a better understanding of broad issues related to beliefs and values
- support and enhance learning across the curriculum by developing communication and problem-solving skills
- encourage a clearer understanding of rights, duties, responsibilities, participation and choice.
- provide accurate up-to-date information upon which pupils can reflect and begin to make judgements
- encourage active, positive, but critical participation in thinking about difficult issues
- promote democracy, justice, fairness and tolerance
- promote respect for persons
- encourage pupils to develop an awareness, knowledge and appreciation of the diversity of national, regional, religious and ethnic identities
- encourage pupils to consider themselves as global citizens
- raise awareness of moral dilemmas and conflict resolution
- learn about the roots and effects of racism

The Learning Environment

The learning environment will comprise the following

- opportunities for staff and pupils to contribute to the teaching and learning experience by taking on leading and/or supporting roles
- whenever possible, an integrated approach to learning which recognises and applauds overlaps between areas of interest in terms of spiritual, moral, social and cultural aspects
- opportunities for community involvement, broadening and emphasising at the same time the application of teaching and learning in real life
- opportunities for the pupils to be taught by people who are not teachers, this will include the community police officer, health workers, community drug workers and people who the school recognises as experts in their field.

Time Allocation

There is the equivalent of 1 x 40 minute lessons each week timetabled for all classes in KS3. In KS4 pupils receive their entitlement through PSHE Lessons, Asdan and Princes Trust schemes. There is also 14 minutes hub time during the School day. This will allow pupils to discuss, analyse and reflect upon their learning and attitude to work during the day.

Teaching and Learning

It is intended there will be opportunities for the following

- presentations by staff, pupils and people who are not teachers
- discussions in small groups
- role play
- story
- time for reflection
- interaction and sharing of ideas
- research
- open-ended questions

Planning and Assessment

The Coordinator for PSHE and Citizenship will be responsible for Long and Medium Term planning. Assessment will relate directly to the aims and objectives identified in the Medium Term Plan. Each pupil will be assessed against targets set for each term. It will be the responsibility of teaching staff to keep these records up-to-date termly.

Resources

Resources will be identified, developed, purchased and stored by the Coordinator for PSHE and Citizenship.

Citizenship Award Schemes

The School will participate in the Healthy Schools Award Scheme so that the school can continue to develop and maintain the quality of the learning environment.

Monitoring and Evaluation

The Coordinator for PSHE and Citizenship will monitor and evaluate the planning, delivery and learning outcomes of teaching.

Drug Awareness

The school provides a pleasant, safe and orderly environment in which all individuals are respected.

We aim to educate pupils to grow up safely in a society where drugs are available. This will be achieved by providing appropriate drug education within the curriculum, which should help to minimise drug – related incidents.

We are aware that drug related incidents may be symptomatic of other problems and difficulties in the pupil's life and that such incidents will be handled sensitively and based on securing on-going support for the pupil as necessary. The school will seek to work in partnership with parents, outside agencies and appropriate authorities for the long-term benefit of the pupil

This Policy should be read in conjunction with:

Policy No. 18 – Alcohol, Smoking, Substance Abuse and Managing Drug Related Incidents

Policy No. 38 – Oakfield Curriculum Policy

Sex and Relationships

This Sex and Relationship Education Policy for Oakfield School is based on the Sex and Relationship Guidance DfEE 0116/2000 (July 2000) and further guidance for Primary and Secondary Schools from Kingston upon Hull Learning Services. *Every Child Matters* (2003) and the Children Act (2004) are also central to this policy.

Aims and Values

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should encourage young people to respect themselves and others and so move with confidence from childhood through adolescence into adulthood. It should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and in society and prepare them for the opportunities, responsibilities and experiences of adult life.

Content

Attitudes and Values

- Learning the importance of values, individual conscience and morality
- Learning the value of stable and loving relationships, marriage and family life
- Learning the value of respect, love and care
- Exploring and understanding moral dilemmas
- Developing critical thinking as part of decision making

Personal and Social Skills

- Developing good relationships and respecting the differences between people
- Learning to manage emotions and relationships
- Developing self-respect and empathy
- Developing confidence and responsibility
- Making the most of your abilities
- Learning to make choices and understanding the consequences
- Managing conflict
- Recognising and avoiding exploitation and abuse

Knowledge and Understanding

- Developing a healthy, safer lifestyle
- Understanding the stages of physical development
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception, the range of sexual health advice and support services
- Learning about delaying sexual activity
- Avoiding unplanned pregnancy

At Key Stage 3 the emphasis in PHSCE lessons (which will provide the foundation for SRE) is about:

- developing confidence
- being responsible
- developing good relationships
- respecting people's differences
- developing healthy, safer lifestyles

Whilst these themes continue at Key Stages 4, SRE is taught overtly with reference to human sexuality, puberty, reproduction and sexual health.

An assessment of pupils is made annually by teachers and reported to parents and this includes PHSCE lessons involving aspects of SRE.

Organisation

In Key Stage 3 and 4 pupils have PHSCE in a distinct lesson and cover units on Relationships.

Sex education is not taught to class groups but is available on an individual basis and delivered by care staff after an assessment of an individual pupil's needs.

Sex and relationships education is taught as part of the PHSCE programme in Key Stage 3 in a distinct lesson. In Science pupils cover one unit on Reproduction during KS3.

At Key Stage 4 it is taught in a lesson which covers PHSCE and Science.

The Head of PHSCE teaches all pupils in the School and pupils aim to achieve an accredited qualification in PHSE during Key Stage 4.

It is hoped that the school nurse will also contribute to the teaching of SRE when time and practicalities permit.

Resources

There are limited up to date resources available in the school so ICT is used a great deal to inform and guide teaching and learning.

Teaching Approaches

In order to fulfil the aims it is essential for the teacher to approach the subject with sensitivity and awareness into the backgrounds of the individuals being taught. The teaching methods employed in sex and relationship education should be as varied as those of other parts of the PHSCE curriculum and will include:

- The establishment of ground rules.
- Individual and group work.
- Whole class teaching.
- Research and project work.
- Circle time and discussion.
- Opportunities for reflection.

Opportunities should be provided so that pupils can assess evidence, make decisions, listen, solve problems, and work independently and in a group. Ground rules should be firmly established from the start.

Where possible outside agencies will provide specific health and sex education in which case they will work within the remit specified by the class teacher.

Confidentiality

Staff and pupils need to be clear about the rules of confidentiality. See Oakfield Policy on Confidentiality

Working with Parents

Parents play a key role in the sex and relationship education of their children and the school will consult and work in partnership with them in this sensitive area of the curriculum. Parents will be informed as and when an SRE topic will take place and will be asked to complete a survey of their thoughts and attitudes about sex education in school.

Parents have the right to withdraw their children from all or part of the sex and relationship education provided by the school, except for those parts included in the statutory National Curriculum Science orders. Parents who have concerns in this area should contact the head teacher to discuss this and should they exercise their right to withdrawal then alternative arrangements can be made. The DfEE has produced a standard pack of information for parents who withdraw their children from sex and relationship education.

Monitoring and Evaluation

This policy will be monitored by the PSHE Co-ordinator at the end of each school year. It will be evaluated in terms of the Policy reflecting actual practice.

The PSHE Co-ordinator is responsible for this Policy, its implementation and the monitoring of its effectiveness, and the delivery of sex and relationship education in Key Stages 3 and 4.

This Policy was reviewed July 2015.

Signed:

Mr Lee Morfitt (Chair of Governors)