



# **PSE, Sex and Relations Policy**

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### **1 Aim & Values**

- 1.1 It is recognised that the PSE & Relationships 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 our pupils Spiritual, Moral, Social and Cultural (SMSC) development, which is acknowledged in Curriculum 2000 as a requirement across all areas of the curriculum.
- 1.2 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.
- 1.3 Oakfield School will create explicit teaching and learning opportunities to encourage the development of such skills and attitudes.
- 1.4 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 and pupils' 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 pupil's 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; and
  - the encouragement and provision of responsive training opportunities for all staff.

## **2 Subject Aim**

- 2.1 As already indicated, PSE and Relationships will reflect the ethos of the school. It is intended that PSE and Relationships 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; and
  - learn about and promote positive relationships which include intimate relationships and sexual health.

## **3 The Learning Environment**

- 3.1 The learning environment will comprise of 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 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.

## **4 SMSC**

- 4.1 In addition to the PSE and Relationships lesson, the school embeds SMSC as part of the school day. Pupils are encouraged to reflect on their strengths, raise self-esteem and to encourage responsible citizenship. These values are at the core of the school and reflect the commitment to building a positive ethos for all pupils.
- 4.2 Pupil development will be molded, in school, by friendships, interactions with staff, opportunities and through the curriculum.
- 4.3 Oakfield School has 6 theme days throughout the academic year, which enable pupils to experience a full day of deeper learning. The following topics have been recently addressed:
- E-Safety
  - PSE
  - Culture
  - First Aid
  - Christmas/Easter event
  - Prison? Me? No Way!

Topics change every year and are chosen through an audit of staff, students and parents/carers. The school has a termly whole-school SMSC target.

- 4.4 Teaching staff are responsible for arranging these events, assisted by the SMSC Coordinator.
- 4.5 Teaching staff are responsible for the deployment of staff, set up of equipment and monitoring pupils and events on the day. The event and dates are confirmed by the SLT and Key Stage leaders.

## **5 Time Allocation**

- 5.1 There is the equivalent of 1 x 40-minute PSE lesson each week timetabled for all classes in KS3. In KS4 pupils receive their entitlement through 2 x 40-minute PSE lessons. There will be 30 minutes during the morning for tutor time where pupils will have the opportunity to discuss current issues, celebrate annual events and discuss local, national, and international news. There is also one hub session during the school day, lasting around 10 minutes, after breaktime. This will allow pupils to discuss, analyse and reflect upon their learning and attitude to work during the day.
- 5.2 SMSC is delivered in tutor times every week. All pupils have a tutor and spend the first thirty minutes of the day with their tutor and key workers. This time is allocated for the tutor to deliver the SMSC topic

in a way that suits their own tutor group. Resources are available on the Oakfield system.

## **6 Teaching & Learning**

6.1 It is intended there will be opportunities for the following:

- Presentations by staff, pupils and non-teaching persons.
- Discussions in small groups.
- Role play.
- Story.
- Time for reflection.
- Interaction and sharing of ideas.
- Research.
- Open-ended questions.

## **7 Planning & Assessment**

7.1 The PSE & Relationships Coordinator 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.

## **8 Resources**

8.1 Oakfield School has adopted the Jigsaw Scheme of work for PSE lessons. These resources are in the form of long-term, medium-term, and short-term plans.

## **9 Monitoring & Evaluation**

9.1 The PSE & Relationships Coordinator will monitor and evaluate the planning, delivery and learning outcomes of teaching and attend courses relevant to PSE.

## **10 Drug Awareness**

10.1 Oakfield School provides a pleasant, safe, and orderly environment in which all individuals are respected.

10.2 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.

- 10.3 We are aware that drug related incidents may be symptoms 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.

## **11 Physical Health & Wellbeing**

- 11.1 It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves.
- 11.2 In secondary school, teaching should build on primary content and should introduce new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

## **12 Mental Wellbeing**

- 12.1 Pupils should know:
- how to talk about their emotions accurately and sensitively, using appropriate vocabulary;
  - that happiness is linked to being connected to others;
  - how to recognise the early signs of mental wellbeing concerns;
  - common types of mental ill health (e.g. anxiety and depression);
  - how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health; and
  - the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

## **13 Internet Safety & Harm**

### **13.1 Pupils should know:**

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online; and
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

## **14 Physical Health & Fitness**

### **14.1 Pupils should know:**

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress;
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health; and
- about the science relating to blood, organ and stem cell donation.

## **15 Healthy & Prevention**

### **15.1 Pupils should know:**

- about personal hygiene, germs, including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics;
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist;
- (late secondary) the benefits of regular self-examination and screening;
- the facts and science relating to immunisation and vaccination.
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

## **16 Basic First Aid**

16.1 Pupils should know:

- basic treatment for common injuries;
- life-saving skills, including how to administer CPR; and
- the purpose of defibrillators and when one might be needed.

## **17 Changing Adolescent Body**

17.1 Pupils should know:

- key facts about puberty, the changing adolescent body and menstrual wellbeing; and
- the main changes which take place in males and females, and the implications for emotional and physical health.

## **18 Sex & Relationships**

18.1 The PSE & Relationships Policy is based on the Relationship Education, Relationships and Sex education (RSE) and Health Education (DfE February 2019). Further guidance for Primary and Secondary Schools are available from Kingston upon Hull Learning Services. Every Child Matters (2003) and the Children Act (2004) are also central to this policy.

## **19 Aims & Values**

19.1 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.

## **20 Families**

20.1 Pupils 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 their legal status e.g. 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; and
- 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) and, how to seek help or advice, including reporting concerns about others, if needed.

## **21 Respectful Relationships, including Friendships**

### **21.1 Pupils should know:**

- the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual types of relationships);
- practical steps they can take 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 (e.g. 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; and
- 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.

## **22 Online & Media**

### **22.1 Pupils should know:**

- 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 which 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 e.g. 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 jail; and
- how information and data is generated, collected, shared and used online.

## **23 Being Safe**

### **23.1 Pupils should know:**

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships; and
- 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).

## 24 Intimate & Sexual Relationships, including Sexual Health

### 24.1 Pupils should know:

- 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, e.g. 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;
- 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/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; and
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

**An assessment of pupils is made termly through end of term reports and Annual Reviews by teachers and reported to parents and this includes PSE lessons involving aspects of SRE.**

## **25 Organisation**

- 25.1 In KS3 and KS4, pupils have PSE in a distinct lessons and cover units on relationships. Sex Education became compulsory in 2020 and will be included in the delivery of PSE lessons throughout the school (KS3 and KS4). In Science, pupils cover one unit on Reproduction during KS3 and in KS4.
- 25.2 PSE is taught to all pupils in school and pupils aim to achieve an accredited qualification in PSE during KS4.
- 25.3 It is hoped that the school nurse will also contribute to the teaching of SRE when time and practicalities permit.

## **26 Teacher Approach**

- 26.1 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 PSE 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.
- 26.2 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.
- 26.3 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.

## **27 Confidentiality**

- 27.1 Staff and pupils need to be clear about the rules of confidentiality. Please refer to our Confidentiality Policy.

## **28 Working with Parents/Carers**

- 28.1 Parents/carers 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.
- 28.2 Parents will not 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.
- 28.3 Parents who have concerns in this area should contact the Headteacher to discuss their issues.

## **29 Monitoring & Evaluation**

- 29.1 This policy will be monitored by the PSE Coordinator at the end of each school year. It will be evaluated in terms of the policy reflecting actual practice.
- 29.2 The PSE Coordinator and the curriculum lead are responsible for this Policy, its implementation and the monitoring of its effectiveness, and the delivery of sex and relationship education in KS3 and KS4.