



"Building Curious, Confident, Courageous, Communicators and life-long learners."

Oakham Shires School

Education:

PSHE inc. Relationships and Sex Education Policy

Policy Review Process	
Created by	Jamie Hill – Head of Education
Date of implementation	September 2021
Date of last review	September 2023
Next policy review	September 2024
This policy should be read in conjunction with the Careers & Employability Policy, Anti- Bullying Policy, Child-on-Child Abuse Policy, SEN Policy, Curriculum Policy and Safeguarding Policy.	

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1.0 Introduction

Oakham Shires School is an independent day school providing specialist education for children and young people aged 11–18 with Autism, learning disabilities and a range of other complex needs including, dyspraxia, ADHD, early life trauma and attachment difficulties. All our children and young people are extremely vulnerable.

All our children have experienced disruption to formal education. For some pupils, this has resulted in long periods of absence which has impacted on their self-esteem, self-confidence and increased gaps in knowledge and understanding.

The main special educational needs of our pupils are communication and interaction and sensory and emotional regulation. Pupils can take meanings and context as literal, and this can impact on how they receive and perceive communication. Being safe, maintaining good health and wellbeing, understanding change and understanding relationships, therefore, are challenging for our pupils, due to their complex needs. For example, this can lead to confusion with relationships and difficulties with determining whether relationships are positive and healthy and blurring of lines between friendship and other relationships. These patterns can also be present in pupils' online activity. Pupils also may have difficulty in understanding that there are different types of relationships. The curriculum and wider work, therefore, is essential to ensure pupils have a full understanding and can make informed, appropriate choices and decisions in all aspects of their life.

This policy focuses on the wider aspects of PSHE including specifically Relationships and Sex Education. We focus on the development of self-esteem, self-confidence and self-knowledge to prepare pupils with the skills and values they need to participate fully in life in modern Britain when they transition from school.

At Oakham Shires we recognise that:

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”
DfE Guidance p.8

Policy development

This policy has been developed in consultation with staff, pupils, and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group collated all relevant information including national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – we wrote to parents to outline our plans for what is going to be taught and how. Parents and stakeholder views were considered. This policy was shared with parents. Parents were invited to share their views.
- Pupil consultation – we investigated what exactly pupils want from their PSHE & RSE
- Ratification – once amendments were made, the policy was shared with governors and

ratified.

Definition

Personal, Social, Health and Economic (PSHE) education is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps pupils to stay healthy and safe, while preparing them to make the most of life and work. Oakham Shires recognises that effective PSHE education helps pupils to achieve their academic potential.

Oakham Shires recognises that Relationships and Sex Education (RSE) is a statutory component of the curriculum. RSE focuses on emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

2.0 Intent

The intended outcomes of the programmes of study are that pupils will:

- Know and understand, how as individuals our bodies change as we get older.
- Understand they have the right to be safe.
- Understand they have a responsibility to be a responsible, valued member of the community.
- Develop the skills needed to lead a healthy lifestyle.
- Develop the attributes of positive relationships.

Aims

The aims of relationships, sex and health education (RSHE) are to:

- Provide a framework in which sensitive discussions can take place.
- Give pupils an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Support the school ethos of nurturing a caring community.

3.0 Implementation

At Oakham Shires we cater for children and young people in Key Stages 3, 4, and 5. However, we recognise that our pupils are developmentally at different stages and therefore will access curriculum content that is appropriate to this developmental stage not necessarily the chronological age of the pupil.

In summary, at Oakham Shires PSHE & RSE:

- Teaching reflects the law and teaches about applicable laws so that pupils are clear on rights and responsibilities.
- Teaching is sensitive, inclusive, and age appropriate.
- Teaching is inclusive to meet the needs of all pupils so that they can understand the importance of equality and respect.
- Teachers work closely with parents and are respectful of pupils' and parents' backgrounds and beliefs
- Leaders communicate the right to request withdrawal from some or all the sex education content.
- Curriculum considers the age and religious background of all pupils.
- Leaders and teachers make sure that PSHE & RSE is accessible to all pupils, including those with SEND (appropriate to developmental stage).
- Leaders and teacher deliver LGBT+ content at an integrated and timely point.
- Staff team and wider community model positive relationships.

Oakham Shires School complies with the Equality Act 2010:

- We will not treat pupils with protected characteristics (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation) less favourably.
- We will make reasonable adjustments and take positive action to alleviate disadvantage, being mindful of the SEND Code of Practice.
- We will regularly review our Accessibility Plan to ensure we are taking positive action towards inclusivity.

Curriculum delivery

PSHE at Oakham Shires is delivered as a discrete subject but also features heavily in cross-curricular learning opportunities throughout the wider curriculum.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included across other subject areas.

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are able to access the information they require to be fully informed and don't seek answers online.

Curriculum Overview

(PSHE) Relationships & Sex Education – Long Term Planning Overview			
	Key Stage 3 – 5 (Chronological Age)		
	KS3	KS4	KS5
	Families and Relationships (PSHE) Being safe (PSHE) Changing adolescent body (Science) Healthy eating (PSHE/Science/PE/Physical Dev.) Mental well-being (PSHE) Internet safety and harms (PSHE/Computing) Physical health and fitness (PSHE/PE/Physical Dev.) Drugs, alcohol and tobacco (PSHE) Health and prevention (PSHE) Basic First Aid (PSHE) Changing adolescent body (PSHE/Science) Economic Wellbeing (Maths/PSHE) Citizenship (PSHE/SMSC) Identity (PSHE)	Families (PSHE) Respectful relationships, including friendships (PSHE) Online and Media (PSHE/Computing) Being Safe (PSHE) <i>Intimate and sexual relationships including sexual health (PSHE/Science) (Parental right to withdraw up to 16yrs of age)</i> Citizenship	

4.0 Impact

At Oakham Shires we recognise the developmental range of our pupils and have therefore mapped out our curriculum in line with the concept of “developmental stage not chronological age”. The curriculum is fluid and not fixed and can be used both pre-emptively and in response to identified needs or concerns, recognising the “spiky” developmental profile of our pupils.

Pupils’ development in PSHE & RSE is assessed and tracked by class teachers using our internal assessment system (Earwig).

See PSHE – Careers, Employability Skills and Economic Education for outcomes linked to this specific area of the schools PSHE Curriculum.

4.0 Special Educational Needs and/or disabilities

All pupils at Oakham Shires School have additional learning needs and all have an Education Health Care (EHC) Plan.

To make sure all pupils can access developmentally appropriate curriculum content all learning opportunities and resources are differentiated accordingly to needs of pupils.

The subject leader for this area of learning will work closely with all class teachers to determine if any additional support is required for an individual pupil to access the curriculum, ensuring any barriers are removed.

5.0 Equality

The DfE Guidance 2019 (p. 15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.”

LGBT+ content is integrated fully into our curriculum. It can be taught as discrete lessons

within PSHE units or as part of other cross-curricular learning opportunities. All pupils will be taught LGBT+ content in an age-appropriate manner at a timely point in the curriculum (appropriate to developmental stage).

At Oakham Shires School we promote respect for all and value every individual child. However, we also respect the rights of our children, families and our staff to hold beliefs, religious or otherwise.

Should any content within our curriculum cause parents or carers any concern then we would invite them in to discuss these concerns with the school.

6.0 Roles and responsibilities

The Headteacher and Deputy Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory components of RSE.

Staff

Staff are responsible for:

- Delivering PSHE & RSE in a sensitive way
- Modelling positive attitudes to PSHE & RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Pupils

Pupils are supported to engage fully in PSHE & RSE and, when discussing issues related to PSHE & RSE, treat others with respect and sensitivity.

7.0 Parents right to withdraw - RSE

“Parents have the right to request that their child (under 16) be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

This refers in particular to the specific topic of ‘Intimate and sexual relationships including sexual health’.

All staff at Oakham Shires School strongly believe that all pupils should have access to our sex education programme when it is appropriately matched to their developmental stage.

If a parent/carer wishes to withdraw their child (under 16) from Sex Education lessons, then they must inform the school in writing (via consent form provided) in order that alternative arrangements can be made for the pupil’s education.

Parents have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange

this.

8.0 Policy monitoring and review

The senior leadership team monitor implementation of this policy termly and review this policy on an annual basis.