

## Oasis Academy Lord's Hill RSE/PSHCE Policy

### 1. Rationale & Ethos

#### **Oasis Academy Lord's Hill Ethos**

Our ethos is rooted in what we believe and who we are.

- We have a passion to include everyone
- We have a desire to treat everyone equally, respecting differences
- We have a commitment to healthy and open relationships
- We have a deep sense of hope that things can change and be transformed
- We persevere and keep going for the long haul

Our **Education Charter** sets out our commitment to work in partnership with our communities to transform lives and create a culture of excellence for all. To help achieve this, we make great learning the cornerstone of everything that we do.

Oasis Academy Lord's Hill (OALH) is committed to helping young people develop loving and respectful relationships and a responsible attitude to intimacy and sex. The Oasis Ethos is at the heart of all teaching on relationships and sexual health, including the commitment to promoting healthy and positive relationships, treating everyone equally and respecting differences. OALH recognises the breadth of human diversity and is committed to providing sex and relationship education which values this diversity. OALH also recognises that it has an obligation to take positive action to build a culture where any occurrences of sexism, misogyny, homophobia and gender stereotypes are identified and tackled rather than being tolerated. All adults have an important role to play in modelling positive behaviours.

#### **Oasis Academy Lord's Hill Aims**

- clarify the statutory requirements of relationship education, sex and relationships and health education to all teachers, parents, carers and students
- ensure the curriculum is taught sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents
- provide a framework in which sensitive discussions can take place
- ensure that students have accurate, objective and appropriate information
- create a positive culture around issues of sexuality and relationships
- develop an understanding, for all students, of healthy relationships, acceptable behaviour and the right of everyone to equal treatment
- protect our children and young people and foster student wellbeing and develop resilience and character, kindness, integrity, generosity, and honesty
- help young people to become successful and happy adults who make a meaningful contribution to society
- enable our students to make informed choices and risk-assess future decisions

- allow our students to feel confident to resist peer pressure and make their own decisions
- ensure our students are equipped with a wide range of essential life skills by the time they leave, not only relating to RSE and Health and Wellbeing, but also finances, careers, managing their money and making the right decisions.

This policy statement is designed to be complementary to, and supportive of, the role of parents/carers in educating their children about sex, relationships and health. It recognises that the prime responsibility for bringing up children rests with parents and carers.

## 2. Roles & Responsibilities

### The CEO

The CEO, in consultation with the NET and CSG, will approve the SRE policy, on behalf of the Trustees. The CEO will hold Regional Directors to account for its implementation.

### Regional Directors (RDs) and Principals

RDs will check that **academy leaders** ensure:

- all students make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all students with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

### Staff colleagues:

The PSHE curriculum leader will:

- ensure that the PSHE curriculum comprises of all statutory guidelines as a minimum
- create engaging Schemes of Work that reflect the needs of OALH students and the community we live in
- allow opportunities for all to succeed by designing lesson plans that are accessible to students of all abilities
- monitor the delivery of PSHE by teaching staff
- Assess the appropriateness of resources available
- Organise guest speaker sessions where possible
- Organise one-off events/assemblies that enhance the curriculum
- Organise and/or deliver staff inset and CPD where necessary

- Review curriculum plans and policies when needed and keep up-to-date with national and local trends, as well as any future changes to National Guidelines
- Attend PSHE Network meetings and CPD events as necessary
- Attend Curriculum Leaders and Line Management meetings

#### When teaching PSHE, staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress of the students they teach
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the (non-science) components of SRE

#### Students

Students are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity.

### 3. Legislation & Guidance

As an academy we must provide relationships education to all students as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Therefore at OALH we follow the guidance outlined in the following document:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The [Equality Act 2010](#) details some key equality provisions for the delivery of education and a duty for public bodies, such as OALH, to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relationships between different groups (Public sector Equality Duty). There are three key elements:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation) and people who do not share it
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

## **Withdrawal**

There is no right to withdraw from Relationships Education or Health Education. However, parents have the right to request that their child be withdrawn from some or all of the non-science curriculum sex education delivered as part of statutory RSE, but not from any RSE that overlaps with the statutory Health and Wellbeing DfE requirements.

Should a parent wish to withdraw their child from RSE, a meeting will be arranged with the Associate assistant Principal and the Curriculum leader of PSHE, in which to discuss this request with the parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Once those discussions have taken place, except in exceptional circumstances, the academy will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive RSE rather than be withdrawn, the academy will make arrangements to provide the child with RSE during one of those terms. If a pupil is excused from RSE, it is the academy's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

## **4. Safe & Effective Guidance**

At the beginning of PSHE sessions, where appropriate, the teacher will establish a set of ground rules in consultation with the students in their teaching groups. This will ensure that sensitive issues are more easily managed and allow students to feel comfortable to in these lessons. The teacher will respond to questions with factual answers, whilst being mindful not to give personal opinions or stories. If a student asks an inappropriate and/or personal question, then the teacher will have the right not to answer it. If a child feels unable to ask a question in the lesson, then they will have the opportunity to ask the teacher privately or write their question anonymously on a piece of paper, to be placed in the question box. This can then be answered in the following lesson without singling out the particular student.

## **5. Safeguarding**

At the heart of PSHE and RSE there is a focus on keeping children safe, and schools can play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

Our good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. In PSHE lessons, all students agree to a set of ground rules and are taught about confidentiality and what it means for them. They are also made aware of how to raise their concerns or make a report and how any report will be handled. This includes processes when they have a concern about a friend or peer.

Staff will never promise a child that they will not tell anyone about a disclosure made where they feel a young person may come to harm or be engaging in something inappropriate/illegal for their age, as this may ultimately not be in the best interests of the child. Please see the [OCL Safeguarding policy](#) for further information.

If teachers have concerns about a specific pupil, they must follow academy safeguarding procedures, which is to report any disclosures to the Designated Safeguarding Lead (DSL) at the school in person or via email as soon as possible, but definitely before they finish that working day. If the DSL is unavailable, then the Principal should be informed.

All students will have access to pastoral support. There should be a clear duty of care in counselling and advice to individual students, particularly with regard to their sexual behaviour, orientation or identity. It will require skilled judgement to know when to counsel and when, and how, to refer for specialist counselling and support.

## **6. Curriculum Design**

Curriculum Design PSHE, including RSE is taught to all students as part of our Identity curriculum offer and discreetly in other subject areas. Lessons are resourced and planned by the PSHE curriculum lead who ensures that all staff teaching PSHE are fully trained to teach the topics detailed in the curriculum plans. Lessons are delivered by qualified teaching staff in an inclusive way allowing all to achieve and succeed in the subject. Only scientific terms are used when discussing sensitive topics, such as puberty. The whole school overview is available to look at on the school's website.

## **7. Monitoring, Reporting & Evaluation**

Monitoring, Reporting & Evaluation The delivery of RSE and PSHE is monitored by the Director of Excellence and senior colleagues. Monitoring could include planning scrutiny, conversations with teachers and students as well as learning walks. The OCL National policy will be reviewed by the National Education Team regularly. At every review, the policy will be approved by the CEO. The OALH PSHE and RSE policy will be reviewed every 2 years.

## 8. Engaging Stakeholders

This policy is designed following consultation with OCL, staff, parents and students.

Staff have completed an audit and following this the PSHE/RSE curriculum plan has been designed to ensure that all compulsory elements are taught where relevant across the school. Parents have been invited to review the draft policy and give their feedback via [tamla.gale@oasislordshill.org](mailto:tamla.gale@oasislordshill.org)

Students have also been consulted to allow them to state what their PSHE/RSE priorities are.

### Links with other policies

This policy is linked to the following policies:

- [OCL Safeguarding policy](#)
- [OCL Anti-bullying policy](#)
- [OCL SEND policy](#)
- [OCL Learning Policy](#)
- [OCL Staff Code of Conduct Policy](#)
- [Oasis Nine Habits](#)
- [OCL Student Equality and Diversity Policy](#)