

OASB Policy for PSCH

Introduction

This policy covers our approach to PSCH at Oasis Academy South Bank (OASB).

At Oasis Academy South Bank, we promote a sense of inclusion in our students every single day as one of our six school values. Our PSCH curriculum aims to nurture both students' well-being and self-esteem, shaping the path for them to become model citizens both inside and out of the academy and have the self-confidence and aspiration to achieve their dream job. We believe that through providing high quality Relationships and Sex Education (RSE), we are upholding the ethos and values of our school and its commitment to equality and the celebration of difference.

This policy was produced in consultation with our staff, pupils and parents. We will ensure the policy is communicated effectively to staff and parents, including through publishing the policy on our school website.

If you have any questions or would like more information regarding the PSCH curriculum content or its delivery, please contact the school reception via email at office@oasisouthbank.org.

Statutory Guidance:

The information below complies with our statutory obligations to deliver Relationships and Sex Education (RSE) under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils. The policy should be read in conjunction with other relevant policies which can be found on the school website.

We define Relationships Education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. We define Sex Education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

Aims:

Throughout their five years of PSCH education at OASB, we strive to give students a sense of empowerment and the knowledge, skills and understanding to become informed, aware, active and responsible citizens, both at a local and global level. We aim to build the confidence in our students to make well-informed decisions on how to stay safe in their communities and be the best possible version of themselves.

Curriculum Overview:

All students study one hour of PSCH a week complemented by the Innovative Enrichment Curriculum where the Citizenship curriculum is studied. This is monitored and evaluated through regular learning walks and observations of the lessons and well as staff and student surveys. PSCH

lessons are delivered from pre-prepared booklets by subject teachers in line with the Equality Act 2010. Content is made accessible to all students, including those with SEND through additional forms of media such as videos. All of our outstanding day to day teaching practice is incorporated into the delivery of PSCHE. All compulsory subject content is age appropriate and developmentally appropriate and will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. The curriculum content for each year group is outlined below.

Year 7:

The first unit of PSCHE promotes an understanding of the school's STAIRS values and helps the students to embody them in their everyday life. This unit aims to show students how to maximise the opportunities available to them throughout their time at school and later in life and is complemented by the study of revision strategies, habits for success and knowledge about growth vs fixed mindsets.

Students will also study an introduction to mental health and strategies to help make themselves less vulnerable to mental health disorders such as depression. They will also learn about how they support others and the importance of happiness, healthy relationships and sleep for well-being.

The importance of inclusion is embedded throughout the curriculum but Year 7s also study a unit based on celebrating diversity in sexuality, gender identity and body image and are introduced to the study of relationship and sex education through studying the transitions both physically and mentally that occur during puberty.

Year 8:

Students are introduced to the law around knife and gang culture, discussing scenario-style questions to practice decision making. They have additional Citizenship lessons, primarily studying immigration, refugees and the importance of law in society.

RSE is studied further with a unit on healthy relationships and an introduction to consent. This is followed by a unit on the importance of inclusion of all groups within society and the law around discrimination. The year is finished with a unit on drugs and alcohol education.

Year 9:

There is a strong focus on RSE in year 9 regarding consent, decision making and the laws around sexual relationships and abuse. Students study scenario-based questions designed to help them recognise signs of healthy and unhealthy relationships as well as signs of abuse including Child Sexual Exploitation (CSE) and grooming. This unit incorporates the impact of healthy relationships on mental health.

Year 9s also study how to stay safe in their communities including lessons on drugs, alcohol, eating disorders and sexually transmitted infections.

Year 10:

The first unit focuses on the laws around racism and sexism, the importance of ally-ship and how to support one another.

They also study topics around marriage, pregnancy and fertility including miscarriage, reproductive health and Female Genital Mutilation (FGM) as identified in the national curriculum for RSE.

We recognise the influence on the media on our young people and this is reflected by the topic on pornography, body image, online relationships and the media.

In the summer term topics include drugs, alcohol, addiction and mental health including 'county lines' and a unit on how to manage personal finances including taking out loans and managing debt.

Year 11 (introduced 2021-22):

The first unit will broadly cover how to stay healthy including mental health awareness, how to cope with exam stress, sexual health screening tests and first aid training. Safety in the community such as street awareness, police 'Stop and Search' and online safety will also be covered.

As recommended by the National Curriculum, Year 11s will study a unit on radicalisation, extremism and the influence of stereotypes on hate crime.

The final unit will recap content on RSE including the law around sharing sexual images, harassment and consent.

Withdrawing students from Sex Education:

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of Sex education lessons that are delivered as part of RSE. This does not include Relationships Education, Health education or any Sex education delivered as part of the Science curriculum.

Although parents/carers have the right to request to withdraw their child from any or all of Sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent/carer decide that they do not wish their child to take part in any of these lessons, we would ask that they contact the school to address any concerns or objections to the content of the curriculum. We will remind parents/carers annually that the request to withdraw is still in place and invite them to confirm whether they still want it.