



## ST. EDWARD'S OXFORD

Rachel Bellamy

Deputy Head Pastoral

Rachel joined St Edward's in 2009 to take up the role of HM in Avenue, spending several years as a Senior HM, before taking up her current role of Deputy Head Pastoral in 2018. She is also the School's Designated Safeguarding Lead. In her spare time, Rachel is a keen sportswoman – she plays cricket for the MCC, has run marathons in London, Paris and Berlin, completed 9 Ironman triathlons, and is an experienced trekker, having reached Everest Base Camp and scaled Mount Kilimanjaro.

James Cope

Assistant Head Pastoral

James joined St Edward's in 2001 and has held the posts of Head of Geography, Head of Shells, IB Coordinator, Academic Director, Kendall HM and Master i/c Cricket. James and his wife Charlotta have two children, both of whom attended St Edward's. James earned two cricket blues from Oxford, is an enthusiastic tri-athlete and golfer, and retains a keen interest in Africa where he spent his early career. His claim to fame, at one time, was to be the tallest wicket-keeper in first class cricket!

# Pastoral Care at St Edward's



**May 2021**



ST. EDWARD'S  
OXFORD



# UBUNTU

If you want to go fast, go alone.  
If you want to go far, go together.



**Sticks in a  
bundle are  
unbreakable.**

~ Kenyan Proverb

- Pastoral Support
- Culture and Values
- Pastoral Education – Learning for Life (PSHE)
- Relationships and Sex Education

# Pastoral Support (and development...)

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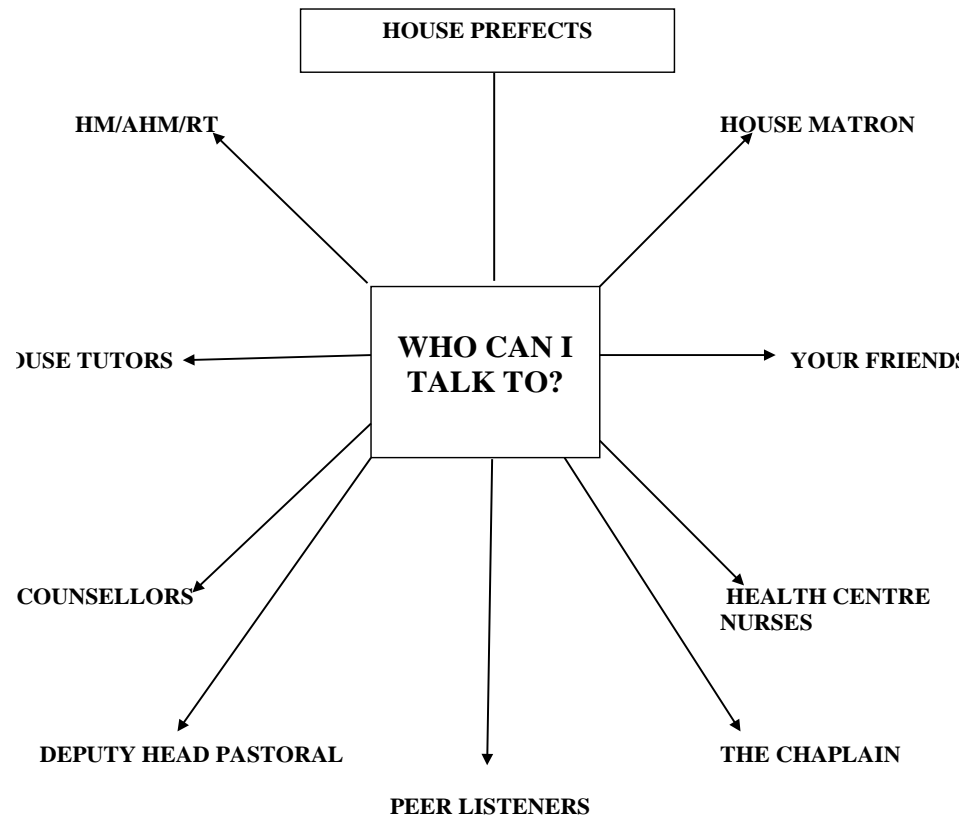


**Relationships**



**Conversations**

# In School



# Designated Safeguarding Leads

<b>Rachel Bellamy</b>	<b>Lisa More O’Ferrall</b>	<b>James Cope</b>
 A professional headshot of Rachel Bellamy, a woman with light brown hair, wearing a dark blue blazer over a light blue collared shirt, set against a plain light blue background.	 A professional headshot of Lisa More O’Ferrall, a woman with blonde hair, wearing a maroon blazer, smiling, with a red brick wall in the background.	 A professional headshot of James Cope, a man with short blonde hair, wearing a dark suit, white shirt, and patterned tie, set against a dark red background.





# ST. EDWARD'S OXFORD

## Our Core Community Values

1. We are a kind school that allows people to be themselves.
2. We are understanding of each other and we celebrate difference.
3. We are an inclusive and social community– we include each other in the houses and around the school, no matter the year group.
4. Pupils and staff alike respect each other but recognise that trust has to be earned.
5. If something isn't right we have the courage to intervene positively.
6. If things go wrong we work together, with forgiveness and patience, to make things better.
7. We are a community that listens to each other and where the pupils have a voice – staff, prefects, peer listeners and peers – there are people we can talk to.

# A common thread

- Work with pupils
- Their decision making under pressure (peer pressure, parties....)
- Self respect, self-understanding – **Healthy Selfish**

# Pastoral Education – Learning for Life (PSHE)

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Lessons



Lectures



Off- timetable  
days



House based  
events

Mixed groups, single sex, small group, large group.....

# Lessons

- Relationships and Sex Education
- Addictions – drugs, **vaping**/cigarettes, **gambling**, alcohol, **phone**
- Health and Well-being – mindfulness, diet, exercise, sleep...
- Prejudice and discrimination – Equality Act – disability, race, gender
- Digital Awareness – (including online safety)
- Self-esteem – confidence in mind and **body**
- (Economics – Living in the Wider World)





# Relationships and Sex Education (RSE)

- Relationships – healthy v unhealthy
- Sexuality
- If and when a relationship **may** become sexual
- Consent
- Sexual Health – contraception and STIs

# Healthy Relationships

the characteristics of positive and healthy friendships (including online)

- Trust
  - Respect
  - Honesty
  - Kindness
  - Generosity
  - Boundaries
  - Privacy
  - Consent
  - Management of conflict
  - Reconciliation and ending relationships.
- Practical steps that can be taken in a range of different contexts to improve or support respectful relationships

*Values*

# If and when a relationship *may* become sexually intimate

- *Romance – intimacy – (sex)*
- *'sex should be part of a loving relationship'*

Self-understanding, self-respect - ownership of decisions

- **Values**

- moral compass

- In general

- At parties and pressure situations

- Casual Sex?

- emotion?

# CONSENT



**F**reely Given  
**R**eversible  
**I**nformed  
**E**nthusiastic  
**S**pecific


 Planned Parenthood®

No means no

Yes means yes

Yes means no



A woman with long dark hair, wearing a light purple top and a white collared shirt, is holding a red sign in front of her face. The sign has handwritten text in white. She is also wearing several necklaces, including a pearl necklace and a gold chain. The background is a dark green hedge.

He said if I really  
loved him, I'd have  
sex with him.

# How does a conversation about CONSENT PLAY OUT?

Can I kiss you?



● **Congrats!** This person wants to kiss you

● **Sorry.** You do not have consent to kiss this person

## Sexual violence (under the Sexual Offences Act 2003)

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

## Sexual harassment

‘unwanted conduct of a sexual nature’ that can occur online and offline

- Sexual comments
- Sexual “jokes” or taunting
- Physical behavior e.g. deliberately brushing against someone,  
(schools and colleges should be considering when any of this crosses a line into sexual violence)

Online sexual harassment may include:

- Non-consensual sharing of sexual images and videos
- Sexualised online bullying
- Unwanted sexual comments and messages (including on social media)

# Everyone's Invited

*Masculinity, Pornography...(Society?)*

1. Build pupils' sense of conscience around their own individual and collective behaviour
2. Embed a code of pupil conduct (which the pupils help devise)
3. Work with pupils to build a system where they identify, resist and disclose conduct that breaches the code

