



**Ark Pioneer
Academy**

Relationships & Sex Education Policy
2022-23

PURPOSE

This policy sets out the Ark Pioneer RSE curriculum & how it is delivered. It is a working document, providing guidance and information on all aspects of RSE (with the Character & PSHE Programme) and aims to provide a secure framework within which staff can work.

Date of last review:	July 2022	Author:	Assistant Principal
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ARK MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input checked="" type="checkbox"/> Curriculum & Assessment <input type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Curriculum

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Introduction

Relationships and Sex Education at Ark Schools

We firmly believe that Relationships and Sex Education (RSE) delivered via the curriculum, the school environment and the school ethos is an essential part of a child's development. Not only does it provide information, but it also helps children develop their skills and form positive beliefs, values and attitudes. It is our belief that effective RSE has a positive impact on self-esteem and enables our students to have a positive view of relationships, sexuality and sex and embeds a culture of both personal and mutual acceptance and respect. Although it is important that the RSE programme recognises that there may be different cultural or faith-based views relating to this area of the curriculum it is essential that what is taught reflects the diverse society in which we live, which includes LGBT, and that all children have access to age-appropriate information free from stereotyping or discrimination.

This is based on the following government guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, statutory guidance (DfE, 2019), as well as linked guidance such as Keeping Children Safe in Education (DfE, updated 2020) and Equality Act 2010: advice for schools (DfE, updated 2018).

Working with parents

“The role of parents/carers in the development of their children's understanding of relationships is vital. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.” Relationships Education, Relationships and Sex Education (RSE) and Health Education, draft statutory guidance (DfE July 2018)

At Ark Pioneer we welcome feedback from parents on any area of our curriculum, including the PSHE and RSE curriculum. Parents are consulted on the topics being covered each year through regular parental updates and where information is more sensitive, we hold live parental webinars to discuss in this more detail.

The member of staff with overall responsibility for PSHE is also available to meet with parents to discuss any questions or share overviews on certain topics.

1. What is RSE and why should it be taught?

What are the aims and objectives of our RSE Programme?

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

The aim of RSE is summarised in the DfE guidance as: "...to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed." It is a central part of the important work schools do in ensuring our pupils relate positively to each other on a day to day basis.

Relationships Education, Relationships and Sex Education (RSE) and Health Education, statutory guidance (DfE, 2020)

The following aims are important to us as a school:

- Pupils will have strong relationship skills.
- Pupils will be prepared for puberty and have a good knowledge of their own bodies.
- Pupils will have an understanding of prejudice and its negative effects.
- Pupils will be capable of seeking help and advice.
- Pupils will be able to express their feelings.
- Pupils will be aware of and are able to challenge the messages they receive from the media.
- Pupils will be aware of their rights over their own bodies.
- Pupils will be able to make informed choices that reduce risk.
- All sex education will show recognition and understanding of: -
 - Age of pupils
 - Consent
 - The diversity of cultural influence that exist in society and the world.
 - The influence of religious beliefs

In addition, our RSE programme will promote:

- Self-respect
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- Honesty and openness
- An awareness of the way others feel.
- Mutual support and co-operation
- Acceptance of the responsibility for and the consequences of personal actions
- The right of people to hold their own views, within the boundaries of respect for the rights of others.
- The right not to be abused by or taken advantage of by other people.
- The right to accurate information about sex and relationship issues

2. The RSE Curriculum

RSE education is taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope and deepening pupils' thinking. It is not set of topics that can be delivered or learned in isolation from the **wider curriculum**.

- Our **science** curriculum (based on the national curriculum) includes basic human biology and is statutory in maintained schools. This includes teaching pupils about conception and contraception.
- Our **PSHE** and character programme will explore what lifestyle choices young people may wish to make, and having made those choices what language, strategies and skills they need to stay healthy and safe.
- Our RE (**Religious Education**) curriculum will explore the views of religious and secular groups on matters such as abortion and same-sex relationships.

In Key Stage 3 pupils will learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. They will learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping, how to access sources of advice and support and when and where to get help, such as from a sexual health clinic.

In Key stage 4, pupils will learn to recognise the influences and pressures around sexual behaviour and how to respond appropriately and confidently seeking professional health advice where necessary. They will learn how STIs affect the body, how different forms of contraception work, the risk of early sexual activity and the link with use of alcohol. Discussions around moral issues such as abortion, contraception and the age of consent are all considered.

Technology: As part of RSE it is important that pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. It is important to explore the risks, the law as it pertains to the sharing and downloading of images and information and safe ways of sharing personal information, social networking, online dating and sharing images.

Diversity and Inclusion: We are a non-selective mainstream secondary school and we teach about equality. In any class we may have pupils from a wide variety of cultures and/or with a wide variety of faiths. We understand and respect all faiths. We recognise the tension that it can present. We are teaching children not to be afraid of difference but to celebrate difference. Any discussion or resources used will be to help your child be respectful and tolerant towards others. We are preparing the children for life in Britain. Britain is diverse, and they are going to meet people who are different to them as they grow up.

Equality: Ark Pioneer, like all public institutions, has specific responsibilities in relation to equality and protected characteristic groups. Our RSE caters for all pupils and is respectful of how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity that may be 'emerging'. This means that RSE is sensitive to the different needs of individual pupils and will evolve and adapt over time.

What will my child learn about through KS3 RSE?

	Relationships	My body, My feelings	Sex and Reproduction	Keeping Safe
Year 7	<ul style="list-style-type: none"> • What makes a family? • Why do people get married or have a civil partnership? • What are the different types of love? • What can I do about family or friendship break up? 	<ul style="list-style-type: none"> • Am I normal? What is normal for my age? • Media- should we all look the same? • How do hormones affect the body? How do they hormones affect boys and girls differently? 	<ul style="list-style-type: none"> • How do women get pregnant and how does the baby develop? • What is the menstrual cycle and how does it affect fertility? 	<ul style="list-style-type: none"> • What is sexual harassment?
Year 8	<ul style="list-style-type: none"> • What makes a relationship happy or unhappy? • Do people see relationships differently? • How negative relationships can impact how we view ourselves and make us vulnerable to situations. • How do I cope with changing relationships with my friends and family? 		<ul style="list-style-type: none"> • At what age is it legal to have sex? Get married? • Teenage pregnancy statistics and impact on education. • What is Consent? • Sexting and sharing of images 	<ul style="list-style-type: none"> • Grooming • What should you do if you feel pressure to have sex? • What are the laws on sexual offences? • FGM
Year 9	<ul style="list-style-type: none"> • Beyond Equality Programme on masculinity • Who you want to be outside of peer pressure? • County lines 	<ul style="list-style-type: none"> • Gender and Sex • Gender stereotypes • Protected characteristics in law 	<ul style="list-style-type: none"> • Schools consent programme on sexual harassment and power imbalance in relationships 	<ul style="list-style-type: none"> • Forms of Abuse • Who can I talk to? • Forced marriage and Honour based violence

What will my child learn about through KS4 RSE?

	Relationships	My body, My feelings	Sex and Reproduction	Keeping Safe
Year 10/11	<ul style="list-style-type: none"> • How can people control or exploit one another through sexual relationships? How can I recognise this / respond? • How can I resist pressure from friends/partners to do things I don't want to do? • What is homophobia? What effect does it have on people? • What is most important to me in my relationships with friends, family and partners? • What can cause conflict in relationships and how can I resolve this? 	<ul style="list-style-type: none"> • What are the biggest influences on my sexual behaviour and health? • How can drugs and alcohol affect my physical and mental health. • What do different cultures and religions think about sex and relationships? • Is it normal to be attracted to someone of the same gender? • What does it mean to be lesbian, gay, bisexual or transgender? 	<ul style="list-style-type: none"> • What are the different types of contraception- their advantages and disadvantage and how can I choose between them? • Should I be responsible for contraception in a relationship? What infections can be caught from having sex? What are the symptoms and impact on your health? • The problems of pornography. 	<ul style="list-style-type: none"> • Where can I get confidential advice and sexual health services? • What is CSE? • What are the laws on sexual offences?

RSE Resources

RSE resources are chosen and checked for

- Age appropriateness
- Accuracy
- Inclusivity
- Positive, healthy, unbiased messages

Occasionally, appropriate and suitably experienced, knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. Our school has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited into school because of the particular expertise or contribution they are able to make
- All visitors are familiar with and understand the school's RSE policy and work within it
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and pupils to inform future planning

RSE Class Groups

As mentioned above, all pupils will learn the same things however on occasion it may be appropriate to provide opportunities for pupils to discuss matters further in single sex groups or individually

3. Monitoring the RSE programme

Specific issues that may arise during the delivery of the RSE programme:

Safeguarding Children Statement

RSE may bring about disclosures of safeguarding children issues and all staff are clear with the procedures for reporting any concern and how to respond to the child when a disclosure is made.

Confidentiality statement

For any personal disclosure, that is not a safeguarding issue, a child's confidentiality is maintained by the teacher or member of staff concerned as a general rule.

However, if this person believes that the child is at risk or in danger, they will report this to the DSL in the same way as any safeguarding concern.

For issues about confidentiality and pupils wishing to access sexual health advice, refer to the school's confidentiality policy.

Sexually explicit questions

Our school will:

- Answer only those questions that relate directly to the agreed programme/lesson
- Make it clear, through ground rules, that nobody should ask personal questions
- Be prepared to modify the programme if a certain question recurs (perhaps because of media coverage)
- Use a question box (a box in the classroom that pupils can 'post' written questions)
- Allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually
- Encourage pupils to ask their parents/carers any question outside the planned programme
- Make provision for questions about sex, reproduction and puberty to be answered individually, as they arise, outside the planned programme

4. Withdrawal from the RSE Programme

We recognise that parents will be concerned about information that is provided to their children on relationships and sex, so it is therefore essential that parents are provided with as much information as possible (see the curriculum description above). It is also imperative parents have an opportunity to ask questions in a forum in which they feel comfortable. They can choose to contact the relevant Head of Year by email or arrange an appointment to speak on the phone or meet at school.

All schools have a statutory duty to provide a level of RSE. There is a statutory duty to provide relationships, health and sex education. This will build on the topics that were covered at primary level.

- There is no parental right to withdraw children from science lessons, that meet the requirements of the national curriculum.
- There is no parental right to withdraw their child from the relationships or health aspects of the RSE curriculum
- Parents/Carers do have the right to withdraw their children from all or part of the sex education aspect provided at school, except for those parts included in statutory National Curriculum Science (referenced above)
- Up and until three terms before a child's 16th birthday the right to withdraw is with the parent but then it is the child's decision on whether to take part in sex education lessons. If the child chooses to receive sex education, the school must provide those lessons during one of those three terms.

If a parent wishes to withdraw their child from PSHE/ RSE lessons they need to write to the relevant head of year at the beginning of the academic year so that alternative provision can be made. Requests need to be made in writing.

Where requests are granted, a written record of any children who have been withdrawn will be retained as part of their educational record and all relevant teachers will be informed.