



**Ark Kings
Academy**

Relationships and Sex Education Policy

Secondary Phase

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| Date of next review: | September 2023 | Owner: | R Chalk |
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| School: | Ark Kings Academy | | |

POSITIONING WITHIN ARK OPERATIONAL 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 checked="" 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 | Academic and personal development and welfare. |

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Introduction to Relationship and Sex Education Policy

At Ark Kings Academy, our aim is to ensure that every pupil will develop the character to thrive in life, education, and employment. Effective relationship and sex education (RSE) makes a significant contribution to the development of the personal skills needed by pupils to establish and maintain positive, healthy relationships. It enables young people to make responsible and well-informed decisions about their health and wellbeing.

Purpose

The RSE Policy at Ark Kings Academy is based on the principle that RSE involves life-long learning about physical, moral, and emotional development. It supports pupils in forming positive beliefs and attitudes about sex and sexuality, relationships, and feelings. RSE is an important educational entitlement for young people because it is a means by which they can protect themselves from abuse, exploitation, unintended pregnancies and STI's. It helps them to learn respect for themselves and others, supports them in managing the changes during puberty and adolescence and prepares them for adult life.

Scope

Overarching learning outcomes.

The RSE program at Ark Kings Academy will allow pupils to:

- Develop positive values and a moral framework that will guide their decisions, judgements. and behaviour
- Have the confidence and self-esteem to value themselves and others
- Be aware of and enjoy their sexuality
- Behave responsibly with personal and sexual relationships
- Communicate effectively
- Have the information and skills to protect themselves and their future partner from unintended / unwanted conceptions and STI's (including HIV)
- Neither exploit others nor become exploited
- Access confidential advice and support.

Learning Outcomes by Key Stage

At Ark Kings Academy RSE is taught through Science, Computer Science, RE, Character and specific drop-down days. RSE will be coordinated by the Assistant Principal: Personal Development and will be delivered by teaching staff and verified external presenters (e.g., Loudmouth). We ensure that the RSE programme is relevant to all pupils, is age and stage appropriate and that the issues covered are managed sensitively, with an awareness of the pupils' cultural and religious beliefs and perspectives.

The following statements illustrate the learning outcomes for RSE at Key Stage 3 & 4 at the Academy. They are taken from the DFE guidance for RSE and link to the wider PSHE provision within the school.

Pupils should know

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be entered into freely.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
- the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation, or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
- their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.

- that specifically sexually explicit material e.g., pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared, and used online.
- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual, and reproductive health and wellbeing.
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy, and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

These are linked together to form unit or parts of units within our Character curriculum (see Appendix A – Overview of Character)

Impact

Pupils will be able to engage in mature discussions about their current and future development. They will have a firm understanding of sex and relationships and will know avenues to take for further information and advice.

Monitoring is the responsibility of the Principal, named Governor and Senior Leadership Team. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

Legislation

The Relationship 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, made Relationships Education compulsory for all pupils receiving a Secondary education.

Current regulations and guidance from the Department for Education states that RSE will be statutory in all secondary schools from September 2020. Please see below for parent withdrawal information regarding the Sex Education aspect of RSE.

The RHSE policy supports the following policies:

- Education Act 1996
- Equality Act 2010
- Keeping Children Safe in Education – Statutory guidance 2021
- Working together to safeguard children 2018
- SEND code of practice: 0-25 years – Statutory guidance 2015
- Mental Health and Behaviour in Schools (advice for schools)

Preventing and Tackling Bullying (advice for schools including advice on cyber bullying)

Policy Development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties are invited into school to discuss the policy.
4. Pupil consultation – we investigate what exactly pupils want from their RHSE.
5. Ratification – once amendments are made; the policy is shared with governors and ratified.

Safe and Effective Practice – Safeguarding

Through Relationship and Sex Education, pupils will be taught the knowledge they need to recognise and report abuse, including emotional, physical, and sexual abuse. This will be delivered in a sensitive way focusing on boundaries and privacy, ensuring young people understand they have rights over their bodies. This will include understanding boundaries with their peers, friendships and families in all contexts including online. Pupils should know who to report concerns and seek advice when they suspect or know something is wrong.

Curriculum Design

RSE is an integral part of our Character Curriculum (PSHE), this is a whole school approach covering three key themes, Healthy relationships, Health and Well-being and Living in the Wider World (see Appendix A). As these themes are revisited in each year group it allows for pupils to build on prior knowledge whilst giving pupils the opportunity to gain deeper thinking about key attributes and issues. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Across all Key Stages, pupils will be supported with developing the following skills that strengthen our school values of wisdom, resilience, kindness.

- Communication, including how to manage changing relationships and emotions. Develop the skill of emotional regulation.
- Recognising and assessing potential risks including how to react when facing challenges.
- Respect, tolerance, aspiration, resilience, self-regulation and managing risks.
- Seeking help and support when required.
- Informed decision-making.
- Recognising the importance of a healthy lifestyle.
- Discussion/ debate and group work.

These skills are taught within the context of different environments.

Roles and Responsibilities

The Governing Board

The governing board will approve the RSE policy and hold the Principal to account for its implementation.

The Principal

The Principal and Vice Principal: Personal Development are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see below).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to 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/non-science components of RSE
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Assistant Principal: Personal Development or Vice Principal: Personal Development

Pupils

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

Partnership with Parents/Carers.

At Ark Kings Academy Relationship and Sex Education (RSE) is designed to support and complement the role of parents/carers who have the prime responsibility for their child's relationship and sex education. Parents/carers have the right to request that their children are withdrawn from some or all the sex education provision delivered. This does not include any part of the National Curriculum covered in Science, RE or Computer Science and any Relationships or Health education.

Parents/carers wishing to withdraw their children should make an appointment to see the Principal. If, following this meeting, they still wish to withdraw their child, they should put their request in writing, stating which part(s) of the programme they wish to withdraw their children from. This will then be implemented up to and until three terms before the child turns 16. After this point, the decision to receive sex education falls on the pupil who can decide if they wish to continue to be withdrawn. If the child chooses to partake in the complete curriculum from this point on the academy will ensure that they receive a catch-up program in their final terms.

The academy will keep detailed records of pupils who have been withdrawn, the reasons behind withdrawal and the alternative education received by the child during the withdrawal sessions.

Sections that pupils can be withdrawn:

- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy, and options available. (*Excluding the science behind contraception taught in GCSE Science*)
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs can be reduced through safer sex (including through condom use)

Training - CPD

Staff will receive training on aspects of the RSE curriculum as required as part of their continuing CPD and this will be delivered by the Assistant Principal: Personal Development or the school nurse.

The Assistant Principal: Personal Development and other members of the Senior Leadership team may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff delivering the teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the Assistant Principal: Personal Development through learning walks, book scrutinises, observing co-planning and pupil voice questionnaires.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Pupils will reflect on their own work and their voice will be influential in adapting and amending planned learning activities.

This policy will be reviewed by the Assistant Principal: Personal Development on an annual basis. At every review, the policy will be approved by the Principal, and where appropriate, the governing body.

Appendix A – Overview of the Character Curriculum.

| Character Curriculum Overview | | | | |
|-------------------------------|--|--|---|---|
| | Autumn Term | | Spring Term | Summer Term |
| | | | KS3 | |
| Year 7 | Welcome to Ark Kings | How am I changing? | My Future and Where Am I Going? | My Place in the Community |
| | An introduction to the systems and processes at Ark Kings. This topic will include bullying and the traits of strong relationships | How we can look after ourselves (including controlling emotions, the link between physical and mental health, dental health, and personal hygiene during puberty.) | An introduction to the careers program in school. Getting pupils to identify a range of careers that could be possible and the variety of routes that are available to reach these careers. | The roles of public institutions and voluntary groups in society and the ways in which citizens can work together to improve the community. This will also include the safe use of IT including managing their data and how it is stored and how to use privacy filters. What to do if they encounter harmful content online. |
| Year 8 | Diversity in Society | | My Place in Society | My Health & Happiness |
| | Developing pupils understanding of prejudice and how this can link to abuse. The effect of social media on prejudice, stereotypes, and discrimination. How stereotypes can cause damage or normalise non-consensual behaviour. | | Looking at the UK political system and how we are affected by the voting system. The role of free press and civil liberties. The idea of a personal “brand” and how to protect this in society with clear links to social media. | Considering the link between mental and physical health and what it means to be happy. The impact of social media on self-image. This will also consider the role of immunisation and vaccines and the use of legal and illegal substances |
| Year 9 | Law in Society | | Health and Self-care | Consenting relationships |
| | The nature of the rules and laws in society and the role of the police and courts in the justice system. Assess and manage risks in relation to financial decisions they may face and the issues and impacts of gambling. | | Developing the links between mental and physical health by looking at triggers for self-harm and eating disorders and the impact of sleep. How to control the triggers (e.g., mindfulness) Considering the role of mutual respect, regardless of differences. Basic first aid including CPR | What is meant by an intimate relationship, different levels of intimacy, the right to delay intimacy and the consequences of intimate relationships. What is meant by harassment and stalking, the laws around intimate relationships and the importance of consent. The impact of viewing harmful content online and creating unrealistic expectations on relationships. The legal status of marriage and the importance of long-term relationships. Considering the impact of making and sharing explicit or illegal images |

| Character Curriculum Overview | | | | |
|-------------------------------|--|---|---|--|
| Autumn Term | | Spring Term | | Summer Term |
| KS4 | | | | |
| Year 10 | My Place in the wider community | Safe and Healthy Relationships | | Health and Wellbeing |
| | Building on the work in year 8 about UK politics to consider the UK constitution and parliamentary workings. The relationship of the UK with the EU, Commonwealth and UN. Recognise and manage financial decisions and where to access financial guidance, as well as how their data is stored and the impact of GDPR. | Building on work from year 9 on intimate relationships by looking at STI's, contraception and pregnancy. Including miscarriage and the choices once pregnant. Looking at the role of parents in child rearing and that marriage/ long term relationships should freely be entered into and without coercion. Looking at the long- and short-term consequences of substance use and how this links to sexual behavior. The impact of sexual harassment and how to seek assistance, as well as the legality of sharing intimate images and the impact of pornography. | | Developing the knowledge of mental health further by looking at common mental health issues and how to promote emotional wellbeing. Considering the difference between helpful and unhelpful criticism and how to deal with both. How to access the NHS without the need for an adult and how to self-examine for breast and testicular cancers. |
| Year 11 | What happens when I leave Ark Kings | My rights and responsibilities | The affect of relationships on my future | Wellbeing during Exams |
| | Assistance on completing and submitting college applications and a reminder on the different pathways that are suitable post-16 | Looking in depth at the legal system in the UK can deal with complex problems and the legal rights and responsibilities around equality. The impact of human rights and international law and how to stay safe abroad. How they can contribute to their wider community. | Looking at coercive relationships and how to identify them. How to gain support if you feel you or someone else is in a coercive relationship. How relationships can affect your physical and mental wellbeing. | Combining all the work completed in year 7 -10 around mental and physical health and being able to apply this to their own physical and mental wellbeing during the mock examinations and in preparation for the summer assessment window. |

Health & Wellbeing

e.g., Physical, mental & dental health

Relationships

e.g., families, friendships, bullying, intimate relationships and being a parent

Living in the Wider World

e.g., Careers Guidance, online safety, financial guidance, and British Values.