



Ark Charter
Academy

Relationships and Sex Education (RSE) Policy



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Key contacts

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1. Our vision

Here at Ark Charter Academy, we want all pupils to understand how to form long-lasting, positive friendships and connections to those around them. We want to guide our pupils to live healthy and well-balanced lives that include an awareness of their rights, the impacts of their decisions and how to navigate around potentially harmful situations.

Our school mission is to ensure that every pupil leaves Charter confident and resilient young people, assured in their strength of courage, value of justice and necessity of respect; able to pursue careers they are passionate about, contribute to society and live happy, healthy and fulfilled lives. PSHE plays a big role in fulfilling this mission.

2. Terms

Throughout this policy the following two terms will be used:

- RSE which stands for 'Relationships and Sex education'
- PSHE which stands for 'Personal, social, health and economic education'

3. Aims

RSE is the social, emotional, and cultural development of students, and involves learning about relationships including sex education, sexual health, sexuality, healthy lifestyles, mental health, diversity, and personal identity. RSE involves life-long learning about physical, moral, and emotional development. Effective sex and relationships education (RSE) makes a significant contribution to the development of the personal skills needed by students to establish and maintain positive, healthy relationships. It enables young people to make responsible and well-informed decisions about their health and wellbeing.

At Ark Charter Academy, our RSE curriculum progresses developmentally and reflects the changing needs of our students. It is delivered through a spiral curriculum which revisits the core themes (such as health and wellbeing) year on year, each time building on previous learning to increase knowledge, deepen understanding and further develop essential skills and attitudes. It is taught as part of the broader PSHE curriculum.

RSE falls within the PSHE curriculum

The aims of relationships and sex education (RSE) and health education at our school are to:

- Help students develop independence, empathy, understanding and the acceptance to treat those around them with kindness.
- Teach and promote a healthy lifestyle including healthy eating, exercise, relationships, and mental health.
- Be accepting of the diversity and personal preference in relationships.
- Help students develop feelings of self – respect, self – esteem, mutual respect, and confidence.
- Develop good interpersonal skills to sustain existing relationships as they grow and change.
- Recognising risk of personal safety in sexual behaviour and be able to make safe decisions.
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- Provide students with the opportunities to develop life skills and a Christian moral framework that aims to enable them to make good use of that information. This will be underpinned by our Christian vision and values

4. What we teach

The following statements illustrate the learning outcomes for Relationships Sex Education at Key Stages 3 & 4 at the Academy. They are taken from the Department of Education guidance for RSE and link to the wider PSHE provision within the school. At the end of each year pupils should know:

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
Topics	<p>Autumn 1: Healthy Lifestyles</p> <ol style="list-style-type: none"> 1. Healthy Eating 1 – What are the food groups? 2. Healthy Eating 2 – created balanced meals. 3. Healthy Lifestyles – Benefits of exercise 4. Rest and Relaxation – Ensuring we have a work/play balance. How important is sleep? 5. Quiz <p>Autumn 2: Pressure and Influences</p> <ol style="list-style-type: none"> 1. Peer Pressure – What is it and how can we combat it? 2. Influence – What and who can influence us? 	<p>Autumn 2: Influences and pressure</p> <ol style="list-style-type: none"> 1. Peer Pressure – What is peer pressure and how can it impact our lives? 2. Peer Pressure Scenarios – How can we combat peer pressure? 3. Knife Free – The link between peer pressure and carrying a knife. Why might people carry knives and what risks can this create? 4. Drugs and Alcohol – The link between peer pressure and drugs/alcohol. How County Lines and peer pressure/social influence are linked. 5. Radicalisation - What is 	<p>Autumn 1: Healthy Lifestyles:</p> <ol style="list-style-type: none"> 1. Healthy Eating 1 – What are the benefits of each food group? 2. Healthy Eating 2 – How to create balanced, nutritious meals (including vegan/vegetarian alternatives) 3. Healthy Lifestyle – The importance of exercise and the outdoors. 4. Rest and relaxation – The importance of sleep and how sleep aids our learning. 5. Personal Hygiene – How do we keep clean? (Including dental hygiene) 6. Quiz 	<p>Autumn 2: Social Influence and County Lines</p> <ol style="list-style-type: none"> 1. Attitudes to Drugs – what are some common misconceptions around drug use in young people? 2. County Lines – What is County Lines and what are the risks/warning signs of someone getting involved? Where can you go for support? 3. Drugs, the Law and Risk – Legalities around possession and supply of drugs. 4. Risk – legal consequences and personal consequences e.g., addiction 5. Managing Influences – How to manage peer 	<p>Autumn 2: Social Influence and County Lines</p> <ol style="list-style-type: none"> 1. Attitudes to Drugs – what are some common misconceptions around drug use in young people? 2. County Lines – What is County Lines and what are the risks/warning signs of someone getting involved? Where can you go for support? 3. Drugs, the Law and Risk – Legalities around possession and supply of drugs. 4. Risk – legal consequences and personal consequences e.g., addiction 5. Managing Influences – How to manage peer

	<p>3. Radicalisation – What is radicalisation and how can we spot the signs? Prevention of radicalisation.</p> <p>4. Right Wing Extremism – A case study of Radicalisation.</p> <p>5. County Lines – What is County Lines and how can we spot the signs/protect ourselves and others.</p> <p>6 Social influence & Quiz</p> <p>Spring 1: RSE</p> <p>1. Changing Bodies during puberty and how to manage these changes.</p> <p>2. Changing Emotions during puberty and how to manage these changes.</p> <p>3. Self-Image and confidence including what can impact this.</p> <p>4. Loving Relationships including different types of relationships</p>	<p>radicalisation and how can we spot the signs? Prevention of radicalisation.</p> <p>6. Quiz</p> <p>Spring 1: Relationships</p> <p>1. Healthy Relationships – what makes a healthy relationship?</p> <p>2. Healthy Relationships 2 – domestic abuse and honour-based violence.</p> <p>3. Kindness</p> <p>4. Respect</p> <p>5. Consensual Relationships (including sexual harassment and coercion)</p> <p>6. Stereotypes and prejudice (based around gender, race, and religious stereotypes) This lesson builds upon content covered in the RE curriculum around stereotypes around serotypes this half term.</p> <p>7. Quiz</p>	<p>Autumn 2: Social Influence and County Lines</p> <p>1. Attitudes to Drugs – what are some common misconceptions around drug use in young people?</p> <p>2. County Lines – What is County Lines and what are the risks/warning signs of someone getting involved? Where can you go for support?</p> <p>3. Drugs, the Law and Risk – Legalities around possession and supply of drugs.</p> <p>4. Risk – legal consequences and personal consequences e.g., addiction</p> <p>5. Managing Influences – How to manage peer pressure and social influences when faced with drug use.</p> <p>6. Prescription drugs – What are the benefits and</p>	<p>pressure and social influences when faced with drug use.</p> <p>6. Prescription drugs – What are the benefits and potential risks of these?</p> <p>7. Quiz</p> <p>Summer 1: RSE</p> <p>1. Healthy Relationships – What makes a healthy relationship?</p> <p>2. Unhealthy Relationships including domestic abuse, grooming and exploitation.</p> <p>3. Contraception and STIs – Which types of contraception are effective at preventing STIs? Evaluating how reliable and fit for purpose each type of contraception is (e.g., preventing pregnancy vs preventing STIs)</p> <p>4. Sexual Harassment and Consent (including</p>	<p>pressure and social influences when faced with drug use.</p> <p>6. Prescription drugs – What are the benefits and potential risks of these?</p> <p>7. Quiz</p> <p>Spring 2:RSE</p> <p>1. Healthy Relationships - what makes a healthy relationship? What makes a relationship unhealthy? (Examples from previous year groups used e.g. FGM, domestic abuse, grooming etc.)</p> <p>2. Contraception and STIs – Types of STIs and effective contraception to prevent this. The purpose of contraception. Treatment and support signposted at the end of the lesson.</p> <p>3. Sexual Harassment and</p>
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	<p>e.g., familial, friendship, romantic and LGBT+</p> <p>5. Sexual Relationships and consent.</p> <p>6. Human Reproduction and conception.</p> <p>7. Quiz to check for understanding.</p> <p>Spring 2: Relationships</p> <p>1. Healthy Relationships – what qualities are needed for a healthy relationship?</p> <p>2. Healthy Relationships 2 – What makes an unhealthy relationship? (Including abuse and exploitation)</p> <p>3. Kindness</p> <p>4. Respect</p> <p>5. Consensual Relationships (including harassment and forced marriage)</p> <p>6 Scenarios – healthy or unhealthy? These</p>	<p>Spring 2: RSE</p> <p>1. Loving Relationships – what makes a healthy, loving relationship? How might people express this love? (Romantic and non-romantic)</p> <p>2. Intimacy – including Romantic, non-romantic and sexual intimacy.</p> <p>3. Attraction – Sexuality and attraction to others. Attraction vs harassment</p> <p>4. Sexual Relationships and consent. Including the links between the age of consent, sexual relationships, and peer pressure.</p> <p>5. Consent Scenarios – does this person have consent or not?</p> <p>6. Quiz</p> <p>Summer 1: Media Influence</p> <p>1. What is the Media?</p>	<p>potential risks of these?</p> <p>6. Quiz</p> <p>Summer 1: RSE</p> <p>1. Types of Intimacy – What does it mean to be intimate with others? Are Sex and Intimacy the same thing?</p> <p>2. Consent and scenarios. Do these people have consent? What would the law say?</p> <p>3. Contraception – varieties and purposes. How effective are these types of contraception?</p> <p>4. Sexual Health – What are STIs? Combatting misconceptions around STIs. Support signposted at the end of the lesson.</p> <p>5. Roles of Families – what is a family? Types of family and responsibility of parents.</p>	<p>FGM) Treatment and support signposted at the end of the lesson.</p> <p>5. Fertility and Infertility – What alternatives are available for couples who cannot conceive naturally? What impact can this have on the couple?</p> <p>6. Quiz</p>	<p>Consent (including FGM and forced marriage)</p> <p>5. Pornography - How Pornography presents a distorted picture of sexual behaviours and can be damaging to themselves and their sexual partners.</p> <p>5. Fertility, infertility, and miscarriage. Including the emotional, social, and financial impact this can have on the couples/parents.</p> <p>6. Pregnancy – What are the stages of pregnancy and the choices available? (Keeping the baby, adoption, abortion – these builds upon content covered in the RE GCSE)</p> <p>7. Quiz</p> <p>Summer 1: Online Safety</p> <p>1. What is Social-Media? How can this impact our self-</p>
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	<p>scenarios link to issues learned about throughout this topic and revolve around consent, abuse and harassment.</p> <p>7. Quiz</p> <p>Summer 1:</p> <ol style="list-style-type: none"> 1. What is mental Health? 2. Stress – What is a healthy amount of pressure? How can we manage this anxiety? 3. Feeling Down – What is depression? What is the difference between sadness and depression? 4. Supporting Yourself 5. Supporting Others 6. Quiz 	<ol style="list-style-type: none"> 2. Self-Image – How does media impact our self-image and confidence? Why can social media be damaging to our mental well-being and self-esteem? 3. Hateful comments – Being kind online and reporting inappropriate media use. 4. Censorship – What is censorship? Why is this both a positive and a negative thing? 5. Reliable Media – How do we find reliable sources of media? What is fact-checking? Should you believe everything you see online and in the news? 6. Quiz 	<p>6. Quiz</p>		<p>esteem and confidence?</p> <ol style="list-style-type: none"> 2. Cyber-bullying and its consequences. 3. Sending or Receiving explicit images – What does the law say? Link to sexual harassment and consent. 4. Self-Image. What contributes to our self-image? Physical and mental factors to our self-image. 5. Mental Health support and guidance beyond school.
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FGM – Female genital mutilation.

At Ark Charter we believe that all our pupils should be kept safe from harm. Female Genital Mutilation affects girls as young as infants to secondary school age. Students will be taught about FGM in PSHE lessons to inform them of the dangers and long-lasting effects. It is illegal in the United Kingdom to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place are punished by fines and up to fourteen years in prison. At Ark Charter Academy, we have a duty to report concerns we have about girls at risk of FGM to the police and social services.

5. How we teach RSE

RSE is predominantly delivered through the PSHE curriculum during form time. Form tutors deliver PSHE to their form groups one tutor session a week, but there are times when learning is completed by external visiting speakers. These visitors who help to deliver PSHE and RSE are not there to replace teachers, but to enrich existing programmes by supporting the school.

RSE is taught to all year groups (7 – 11) through a spiral curriculum that gradually expands and enriches key concepts. Tutor time activities and assemblies often compliment the RSE curriculum.

All teachers receive training on the delivery of RSE and PSHE. This also includes additional training on FGM and Radicalisation.

There are no formal assessments in RSE, but quizzes are used to check for understanding of important topics on health and safety in RSE.

Facilitation of RSE through the RE Curriculum

As all KS4 students take GCSE RE, some aspects of the RSE curriculum are delivered through those lessons. During our thematic studies students complete a unit titled 'Relationships and Families' in which the legalities of marriages and civil partnerships are taught. Students are taught Christian, Muslim, and secular perspectives on cohabitation, marriage, civil partnerships and the roles and responsibilities of families within this. Students then study the impact of divorce and separation upon the family, differences between arranged and forced marriage, gender prejudice, as well as various struggles that have faced the LGBT+ community over the past 70 years.

6. Engaging parents/ carers and the right to withdraw from Sex education

From September 2020, Parents/Carers have the right to withdraw their children from the non-statutory components of sex education up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Children cannot be withdrawn from Relationship education or health education lessons. Nor can parents withdraw their child from any aspect of the national curriculum for science, including those topics that relate to sex education, for example, the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals. This is because the contents of these subjects – such as family, friendship, and safety (including online safety) are important for all children to be taught.

Parents are welcome to read the PSHE policy, including specific references to our Sex Education provision within PSHE and workshops. We always carefully consider any request that compromises our equal opportunities policy. This helps to establish a consultation process and partnership with parents, who we keep informed about content of the sex education programme and who are invited to view resources and address any questions or issues they have in relation to the content of these additional lessons.

If a parent wishes to withdraw or discuss their child's Sex Education, we ask that they follow the below process.

1. Put the request in writing by contacting the Principal through her P.A Sam White at s.white@charteracademy.org.uk
2. Meet with the Principal to discuss the request with and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

7. Roles and Responsibilities

The Governing board

- Approve the RSE policy

PSHE lead will be responsible for:

- Creating the RSE curriculum
- Ensuring the policy and programmes are implemented as agreed.
- Monitoring teaching within lessons through observations, team teaching, pupil work scrutiny and discussions with those involved.
- Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained.

Form Tutors will be responsible for:

- Delivering RSE in a sensitive way
- Adapting and differentiating RSE lessons to ensure that all students can access the content.

Pupils

- Expected to engage fully in the RSE and PSHE curriculum.
- Treat others with respect and sensitivity.