



Relationships Education, Relationships and Sex Education (RSE)



Description	Tag
The Principal of the academy	Ms E. McSorley
The academic year	2021/2022
Chair of Governors	David Gould - Chair
The academy name	ARK Victoria Academy.

POLICY INFORMATION

Named personnel with designated responsibility for (insert)

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2021/2022	A Brown			David Gould

Policy review dates (frequency of review: tbc)

Review Date	Changes made	By whom
Sept 2022	Policy to be reviewed	A Brown

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Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education.

The depth and breadth of views is clear, and there are understandable and legitimate areas of contention. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must 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.

We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education. We agree with this principle and congratulate the many schools delivering outstanding provision to support the personal development and pastoral needs of their pupils. We are determined that the subjects must be deliverable and give schools flexibility to shape their curriculum according to the needs of their pupils and communities.

At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty. We have endeavoured to ensure the content is proportionate and deliverable. Whilst we are not mandating content on financial education or careers, we want to support the high quality teaching of these areas in all schools as part of a comprehensive programme, which complements the national curriculum where appropriate and meets the ambitions of the Careers Strategy. We know that many schools will choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education or similar. Schools are encouraged to continue to do so, if this is right for them, and build on established, high quality programmes.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

As a learning community, we aim to grow together in understanding and cooperation, respecting each other's needs, beliefs and background, working ever more closely to fulfil individual potential for the greater good. Together with families and the local community, Ark Victoria Academy is dedicated to helping our young people to develop a lifelong love of learning, a sense of personal and civic pride and the confidence to not just navigate the modern world, but to shape it. Our approach is summed up in the African proverb, "It takes a whole community to bring up a child".

RSE teaches pupils to develop an awareness and respect for themselves and others. It aids the development of positive self-esteem, which will enable pupils to cope with the challenges of personal growth. It ensures that pupils are aware of the personal choices they can make and prepares them to make responsible decisions. It is as much about exploring feelings and emotions as it is a biological understanding.

As part of the sex and relationship education framework, pupils are taught about the nature and importance of family life and bringing up children, together with the challenges and responsibilities of parenthood. Pupils will learn about the significance of marriage and other strong and stable relationships (DfE 2011). Care is taken that no child is stigmatised because of his or her home circumstances and that an inclusive approach is always adopted.

We recognise the importance of the partnership of the family and the academy, of parents/carers and teachers, in this significant area of personal development. The academy will ensure that all children experience a planned programme of RSE that offers them the opportunity to explore attitudes and values, and develop personal and social skills, as well as learning the facts necessary for life. The RSE programme will reflect the Academy's inclusive ethos where all pupils, regardless of age, ability, gender, race or sexuality, have the same opportunity to benefit from the sex education resources and teaching methods. It is important that the needs of boys and girls are met on the subject of puberty. Children with special educational needs and learning difficulties are included in sex and relationship education.

At Ark Victoria Academy, our aim is to equip every student with the knowledge, learning power and character necessary for success at university and beyond. Effective sex and relationships education (RSE) makes a significant contribution to the development of the personal skills needed by students in order to establish and maintain positive, healthy relationships. It enables young people to make responsible and well-informed decisions about their health and wellbeing.

The RSE Policy at Ark Victoria Academy is based on the principle that RSE involves life-long learning about physical, moral and emotional development. It supports students 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, STIs and HIV/AIDS. It helps them to learn to respect themselves and others, supports them in managing the changes during puberty and adolescence, and prepares them for an adult life in which they:

- Are aware of and enjoy their sexuality
- 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
- Behave responsibly within sexual and personal relationships
- Communicate effectively

- Have the information and skills to protect themselves and their partner from unintended/unwanted conceptions and STI's including HIV.
- Neither exploit others nor become exploited
- Access confidential advice and support.

4 OBJECTIVES

The following statements illustrate the learning outcomes for RSE at Key Stage 1, 2 3 and 4 at the Academy. They draw on DFE and other guidance on RSE and they reflect elements of the non-statutory framework for PSHE. (The statements marked with an asterisk are part of the requirements for National Curriculum Science).

Below is a summary of the guidance from the DFE that will guide our curriculum:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
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<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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 those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.

<p>Online relationships</p>	<ul style="list-style-type: none"> • Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
<p>Being safe</p>	<ul style="list-style-type: none"> • Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Sex Education guidance from the DFE:

- The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as 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

At Secondary, the following is used as a guidance for the curriculum:

Students will be able to:

- Manage changing relationships
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- Ask for help and support
- Explain the relationship between their self-esteem and how they see themselves
- Develop skills of assertiveness in order to resist peer pressure and stereotyping
- See the complexity of moral, social and cultural issues and form views of their own
- Develop good interpersonal skills to sustain existing relationships as they grow and change and which will help them make new relationships
- Be tolerant of the diversity of personal, social and sexual preference in relationships
- Develop empathy with the core values of family life in all its variety of forms
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- Recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.

Students will know and understand:

- That fertilisation in humans is the fusion of a male and a female cell
- The physical and emotional changes that take place during adolescence
- About the human reproductive system, including the menstrual cycle and fertilisation*
- How the foetus develops in the uterus*
- How the growth and reproduction of bacteria and the replication of viruses can affect health*
- How the media influence understanding and attitudes towards sexual health
- How good relationships can promote mental well-being
- The law relating to sexual behaviour of young people
- The sources of advice and support • when and where to get help, such as at a genito-urinary medicine clinic.

Students will have considered:

- The benefits of sexual behaviour within a committed relationship
- That how they see themselves affects their self-confidence and behaviour
- The importance of respecting difference in relation to gender and sexuality
- How it feels to be different and to be discriminated against
- Issues such as the implications of early sexual activity
- The unacceptability of prejudice and homophobic bullying
- What rights and responsibility mean in relationships.

Other topics that will be taught:

<p>Families</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 freely entered into. • 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.
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<p>Respectful relationships, including friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
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<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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).
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<p>Online and media</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
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<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
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5 IMPLEMENTATION

Sex and relationship education will focus on physical, moral, social and emotional development of all pupils. Delivered within an inclusive ethos, we will develop an understanding of the importance of marriage, stable and loving relationships, respect, love and care, for family life (DfE 2011). Moreover, it will also explicitly teach the biological and emotional aspects of the processes of sex, sexuality and sexual health.

At Ark Victoria Academy, RSE is taught through Drop Down Days, the Science curriculum and the PSHE programme. We ensure that the RSE programme is relevant to all students, is age and stage appropriate and that the issues covered are managed sensitively, with an awareness of students' cultural and religious beliefs and perspectives. We will also have external organisations who are specialised in RSE, working with us during the school year.

6 DEALING WITH SENSITIVE ISSUES:

Ark Victoria are clear that teachers should respond to all children's questions relating to sex and relationship education in an open and factual way, taking into consideration the family background, culture, religious beliefs, and pupils' differing experiences. The academy expects teachers to use their professional judgment and discretion when faced with, or answering, questions which they deem to be of a sensitive nature, for example homosexuality, contraception or sexually transmitted infections. The following ground rules have been established to ensure that communication about sex and relationships is clear, consistent and unambiguous:

- Teachers should not enter into discussions about personal issues and lifestyles.
- No pupil or member of staff is expected to ask or answer questions about their life.
- Nobody is forced to take part in discussions.
- In discussions, teachers will promote the knowledge and use of accepted names of body parts. These will be the biological terms.
- Meanings of words are explained in a sensible and factual way

7 PARTNERSHIP WITH PARENTS/CARERS

Dear Parent/carers

I am excited to announce that all students at Ark Victoria will be following our new Personal Development curriculum. The Personal Development curriculum aims to provide students with the tools and characteristics to flourish in the society and the wider world. As part of this programme, student will be taught RSE, fulfilling our statutory responsibility. However, we understand for some of you, this is an area that you may have questions about and so we wanted to give you an overview of what will be taught after the October half term. The big questions that the lessons will be based upon can be found below, and we hope, that this provides you with a clear picture of what your child will be taught.

PSHE - RSE	L1	L2	L3	L4	L5	L6
Y1	What makes a family?	Growing up – what is responsibility?	What are the stereotypes for boys and girls?	What does a friend look like?	What makes a great friend?	How do I keep myself safe?
Y2	What makes a family?	What is it like to be part of an adopted family?	What makes a family; features of family life?	How do I keep myself safe with family and friends?	How do I become a good friend and classmate?	How do I get help if I'm worried about something online?

Y3	Who is a special person to me?	What can make someone sad online and what can I do to help?	What are the rules about sharing online?	Why do I need to be about what I share online?	Should I ever share a photograph online?	Should I ever talk to a person online?
Y4	What is discrimination?	How might it feel to be discriminated against?	What happens to my emotion and feeling as I get older?	How do I challenge stereotypes?	How do I build positive relationships?	What should a positive relationship look like?
Y5	What changes happen to my body?	What changes happen as I get older?	How do I keep myself clean?	What do I need to know before I share something online?	How do I check what I am see is real online?	How do I protect myself online?
Y6	Can I remember how I am changing?	What changes as I start to get older?	How do different relationships grow?	What does good and bad attention look like?	How does self-esteem affect how I behave online?	How do I recognising and managing pressure?

As ever, we are grateful for your continued support in ensuring the school provides our children with the education to help them succeed in later life. We will be providing an online parent session for you to ask any questions around the Personal Development curriculum. Please contact the school office if you would like further information.

Victoria Twort and Andrew Brown
Primary Headteacher and Deputy Head of Personal Development

Our PSHE and RSE Programme

Dear Parent/Carer,

I am writing to share information about our Personal Development and RSE curriculum. We believe that promoting the health and well-being of our pupils is an important part of their overall education. We do this through our Personal Development Curriculum and our Relationships, Sexual Education (RSE) programme, aligning with the statutory guidance from the Department for Education, which becomes compulsory in schools from September 2021. This programme looks at many topics including all kinds of relationships, physical, emotional health and living in the wider world. The aims of these programmes is to help our pupils make safe and informed decisions during their school years and beyond.

We teach RSE throughout the year through Science, PSHE and 'Drop Down' days. The following topics are covered:

- Puberty; relationships, growing up and communication skills
- Pregnancy; contraceptives; prevention of sexually transmitted diseases
- Identification and prevention of different types of abuse, including female genital mutilation
- Body image
- Viewing and sharing inappropriate material on the internet
- Consent; manipulation, persuasion or coercion; how to respond
- The impact of separation, divorce and bereavement on families
- Role of gender in the media
- How to access organisations and other sources of information, advice and support

During the programme, pupils will be able to ask questions, which will be answered factually and in an age appropriate manner. Each pupil's privacy will be respected, and no one will be asked to reveal personal information.

We think it is important that all young people have a place to discuss pressures, check facts and dispel myths.

We appreciate that parents are the most important educators of young people in personal issues and many welcome the support that school can offer to supplement their home teaching.

You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues before the work is covered in school. If you have any queries about the programme, please contact the school to discuss in further detail.

Yours faithfully,

Mr Brown
Deputy Headteacher

