Relationship & Sex Education Policy

This policy document is freely available on request to the entire school community. A copy of the policy can be found on the school website

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Type of policy:	☐ Network-wide ☐ Set for school ☒ Tailored by school	Approval:	
School:	Ark John Keats Academy	Key Contact Name:	Sean Mullarkey [Secondary]
Key Contact Email:	s.mullarkey@arkjohnkeatsacademy.org (secondary)	Key Contact Phone:	020 8443 3113

POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
☐ Strategic Leadership & Planning ☐ Monitoring, Reporting & Data ☐ Governance & Accountabilities ☐ Teaching & Learning ☒ Curriculum & Assessment ☒ Culture, Ethos & Wellbeing ☐ Pathways & Enrichment ☐ Parents & Community ☐ Finance, IT & Estates ☐ Our People	RSE [Relationship & Sex Education] PSHE [Personal, Social & Health Education] **[Culture Ethos & Wellbeing]**

This policy links to the following policies:
- Safeguarding Policy 2020-2021

Contents

1. Definition & Aims

RSE is defined as the emotional, social and cultural development of students, and involves learning about relationships including sex education, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. At Ark John Keats Academy,RSE is not about the promotion of sexual activity but a greater understanding of the ways to stay safe in this area. It is taught as part of the broader PSHE curriculum

RSE falls within the "Personal, Social and Health Education" curriculum (PSHE). This is delivered through the Character curriculum in Secondary and the Jigsaw curriculum in Primary.

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

- Help students develop feelings of self-respect, self-esteem, mutual respect, confidence, tolerance and empathy for themselves and others

- Prepare students to make informed, reasoned and responsible choices and develop a strong moral code

- Teach students the correct vocabulary to describe themselves and their bodies

- Promote a healthy lifestyle

- Provide a framework in which sensitive discussions can take place

- Create a positive culture around issues of sexuality and relationships, and to develop the skills to discuss these with sensitivity

- Prepare students for puberty, and give them an understanding of sexual development and the importance of mental, physical and emotional health, and high standards of hygiene

RSE, **as part of the Character education curriculum**, is vital to the development of the young people at Ark John Keats Academy. The planned programmes are designed to help them deal with the difficult moral, social and health-related issues that arise in their lives and in society. They also help them to develop the knowledge, skills and understanding they need to live confident,healthy, independent lives as individuals, parents, workers and members of society. Effective RSE is a key component in our approach to safeguarding our pupils through the curriculum.

2. Statutory requirements

We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017 [section 34], in line with the terms set out in statutory guidance. At Ark John Keats Academy we deliver the majority of the RSE content through Character. Some elements of the RSE statutory content is delivered through the science curriculum.

- We also teach health education under the same statutory guidance

Documents that inform the school's RSE policy include:
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)

3. Content and delivery

3 What we teach

As stated above, we're required to cover the content for Relationships and Sex Education [RSE], and health education, as set out in the statutory guidance (linked to above).

Our RSE programme is an integral part of our whole school PSHE education provision and will cover all aspects of the statutory content across the duration of Key Stages 1, 2, 3 and 4. Please see our primary policy for more detail of how this is achieved in our primary school.

Although not part of the new statutory guidance, we include character and RSE as part of our Key Stage 5 curriculum. Information about this and the provision offered can be found on the school website

Please refer to our RSE/PSHE curriculum maps on our website for details about what we teach, and how we decide on what to teach, in this subject. We have developed the curriculum taking into account the age, needs and requirements of students. If students ask questions outside the scope of this policy, staff will respond in an appropriate manner so they are fully informed and don't seek answers online. **Any safeguarding concerns will be reported following the usual school procedures.**

For all aspects of the statutory RSE content, see the content list [Appendix 1].

4. How we teach it

In the Secondary School:

- RSE is taught to all year groups [7-11] through the dedicated character curriculum slot [one timetabled lesson per week in KS3 and KS5 and three 35 minute slots in KS4]. This is supplemented by drop down days for different year groups at various points throughout

the year [we adopt a flexible approach to drop down days to ensure we meet the needs of students]

> We provide RSE & PSHE education through a spiral curriculum that gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach

> Tutor time activities, assemblies and whole school events often compliment the RSE & PSHE curriculum to ensure we offer a rich and holistic approach to RSE/PSHE.

> RSE & Character **lessons are delivered by the form tutors (except for KS5)**. Some elements of the RSE curriculum are delivered/supported by external agencies. For example Face Front Inclusive Theatre [Sex Education]. Visitors to the classroom enrich the RSE & PSHE education programme by providing expert knowledge. These inputs are always part of a planned development programme and the teacher is always present to manage the learning.

> Visitors are resources to enable learning and are not a substitute for a planned developmental programme. Within the programme there is learning both before the visit and as a follow-up to the visit.

> It is the responsibility of the form tutor to adapt and differentiate the lesson resources to ensure that all students can access the content. **Where necessary form tutors will communicate with the Pupil Support department to ensure access to the resources for SEND students.**

In the primary school:

Information relating to the primary RSE curriculum can be found here.
Teaching, learning and assessment:

> All secondary teachers receive training on the delivery of RSE/PSHE as part of the wider staff training programme. Where necessary or appropriate additional training will be provided to ensure all staff are confident in their delivery.

> Should any teachers feel the need to raise concerns about their ability to teach certain areas of the RSE or Character curriculum they can contact the Vice Principal [Personal Development]or Primary Headteacher to do so

> RSE and Character lessons are taught in line with the academy wide teaching & learning policy.

> There are no formal assessments in RSE and Character. There is no statutory requirement to assess or report on RSE outcomes.

5. Safeguarding and Responsibility

Character and RSE work with pupils' real-life experiences and it is key that both staff and pupils areprotected in these lessons. A safe and supportive environment is created by the use of ground rules;

- o Listen to each other (only one person talks at a time)
- o Keep to time
- o Challenge the statement; not the individual making it
- o The 'right' not to answer questions
- o No personal questions to be asked by pupils or teachers
- o If giving an example make it anonymous.
- o Everyone has a right to his or her own space.

o   Right to Privacy.

Many issues covered in PSHE, Character and RSE are of a sensitive nature. The ground rules provide a safe working environment for both pupils and staff. **All staff at Ark John Keats Academy receive safeguarding training.**

6. Roles and responsibilities

6.1 The governing board

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

6.2 The Principal/Headteacher

The Principal or Headteacher [primary] is responsible for ensuring that RSE is taught consistently across the school.

6.3 Staff

Staff [Tutors] are responsible for:

> Delivering RSE in a sensitive way

> Modelling positive attitudes to RSE

- ❯ Monitoring progress
- ❯ Responding to the needs of individual pupils
- ❯ **Mr Sean Mullarkey, the Vice Principal [Personal Development] has overallresponsibility for the PSHE/Character and RSE curriculum in the secondary school**
- ❯ **In the primary school, the Headteacher oversees the RSE curriculum**

6.4 Pupils

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

6.5 Parents and Carers

We are committed to working with parents and carers. Parents and carers are invited to contact the school directly with any queries or concerns. The resources used are also available on request.

Withdrawing Children from RSE

From September 2000, the RSE curriculum is statutory in primary schools and parents may not withdraw children from statutory curriculum content. Children also may not be withdrawn from content covered in the science or RE curriculum, for example human reproduction. The Primary Headteacher will always look to engage in dialogue with any parent that is concerned about the content delivered to enable the child to learn all content from our curriculum as well as the statutory national curriculum.

Secondary Parents/Carers have the right to withdraw their children from the non-statutory components of sex education within RSE 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.

Requests for withdrawal should be put in writing and addressed to the Vice Principal [Personal Development]; Mr. Sean Mullarkey

A copy of withdrawal requests will be placed in the student's educational record. The Vice Principal [Personal Development]; Mr. Sean Mullarkey, will discuss the request with parents/carers and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

If a parent or carer requests that their child be removed from 'sex education', the school will provide support by ensuring the child understands that if they have questions they may still speak with a member of staff directly. The school will also provide other PSHE/Character education workon the themes of positive social relationships and managing change. This will be completed ina supervised location in school.

7. Monitoring arrangements
The delivery of RSE & Character is monitored by Mr Sean Mullarkey [Vice Principal – PersonalDevelopment] and Ms Alison Elliot (Head of Character) through:

Schemes of work [planning] are monitored along with learning walks and book looks [Character books]. This ensure that the quality of provision is monitored and improved where necessary.

Student voice will be influential in adapting and amending planned learning activities. Focus groups and/or surveys will be conducted as part of annual review and monitoring processes.

This policy will be reviewed by Mr S Mullarkey [Vice Principal – Personal Development] and Ms A Elliott [Head of Character] annually. At every review, the policy will be approved by Ms Jo Facer [the Principal]

If you require further detail please contact Mr Sean Mullarkey [Vice Principal: Personal Development]: s.mullarkey@arkjohnkeatsacademy.org

Appendix 1: RSE Curriculum Statutory Content

By the end of primary school students should know:

Families and people who care for me
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 marriage13 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.

Caring Friendships
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.

Respectful Relationships

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.

Online Relationships
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

Being Safe
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

By the end of secondary school students should know:

Families
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 and civil partnerships are, including their legal status (e.g. that marriage and civil partnerships 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 and civil partnerships are 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; how to 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

Respectful relationships, including friendships
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 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

Online and media
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 behaviour, can damage the way people 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

Being safe
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)

Intimate and sexual relationships, including sexual health
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
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

Please note some of these outcomes will be achieved through the Science curriculum.

For the primary curriculum map, please refer to our website:
https://arkjohnkeats.org/page-strips/rshe-information

For the secondary curriculum map, please refer to our website:
https://arkjohnkeats.org/secondary/pupil-development

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