



Ark Elvin Academy
Relationships and Sex Education Policy (RSE)



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Key contacts

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1. Our vision

Here at Ark Elvin 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 Elvin confident, articulate, and culturally aware; 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 Elvin 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) 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.

2. 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 Topics | Year 8 | Year 9 | Year 10 | Year 11 |
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| Topics | <ul style="list-style-type: none"> • How to make new friends • What makes a good friend? • How to establish and manage friendships (about qualities and behaviours relating to different types of positive relationships) • The signs and effects of types of bullying. • What is child criminal exploitation (common signs and support outlets) • How do I challenge prejudice, stereotype, and discrimination? • How to make healthy lifestyle | <ul style="list-style-type: none"> • Choosing friends who are positive and motivational. • How to manage influences on beliefs and decisions. • Protecting yourself online, digital footprints, peer pressure, who do you represent, sending images • Gangs and exploitation (street crime) • How do develop confidence and self – worth. • Gender identity and gender-based discrimination, standards of | <ul style="list-style-type: none"> • How do distinguish between healthy and unhealthy relationships with others. (Example case study) • Consent and choices • Conflict resolution strategies. • About identity and responsibilities. (You and others) • Prevent - Shamima Begum – debate on radicalised people returning. • About marriage (why it is an important <u>choice</u> for many). • There are different types of committed stable relationships • How relationships contribute to happiness. | <ul style="list-style-type: none"> • How to evaluate the influence of role models and become a positive role model for peers • Recognising signs of exploitation sexualised behaviours, (absences or truancy, family issues, overuse of technology) • About identity, communities, inclusion, respect and belonging. • About how social media may distort, misrepresent, or target information to influence beliefs and opinions. - The risks of | <ul style="list-style-type: none"> • How to develop self-efficacy, including motivation. - How to balance time (including online) • Stress management strategies, including maintaining healthy sleep habits and about the nature, causes and effects of stress • How to balance ambition and unrealistic expectations. • Be strong online |

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| | <p>choices including diet, dental health, physical activity, and sleep.</p> <ul style="list-style-type: none"> • How to manage influences relating to caffeine, smoking and alcohol. • What is FGM? • Online safety communication • What is prevent? • What is child sex exploitation? (Who does it affect, grooming, being vulnerable, support outlets) | <p>masculinity - About equality of opportunity in life, work and pay</p> <ul style="list-style-type: none"> • How do I challenge racism and religious discrimination? • Prevent - Radicalisation and far left. • how to make healthy lifestyle choices including physical activity and sleep. • How to manage influences in relation to substance use - about medicinal, recreational drugs and about the over-consumption of energy drinks • FGM – Rights of women, physical and mental effects. | <ul style="list-style-type: none"> • What marriage is, including their legal status. • Why marriage is important relationship choice for many couple and why it must be freely entered. • About different types of families and parenting. • About balancing work, leisure, exercise, and sleep. • How to make informed healthy eating choices. • About legal and health risks in relation to drug and alcohol use, including addiction and dependence. • FGM – community attitudes, links to faith and beliefs. • How do I manage influences on body images? (Selfies and self – esteem, pictures online, what is real online?) • To manage risk in relation to gangs about the legal and | <p>forming and conducting relationships online.</p> <ul style="list-style-type: none"> • How to recognise and respond to extremism and radicalisation. • Prevent – Laws and Legislation • FGM – Laws and legislation (in the UK and around the world) • Strategies to promote mental health and emotional wellbeing (how to reframe negative thinking). - How to access support and treatment. • How drugs and alcohol affect decision making. Link between drug use, and serious mental health conditions, family, and wider communities) • How to manage peer influence in relation to | <p>(perhaps some 6th form lead)</p> <ul style="list-style-type: none"> • About identity, gender identity, gender expression and sexual orientation. • How to manage influences and risks relating to cosmetic and aesthetic body alterations • About confidence and self – worth • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. |
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| | | <ul style="list-style-type: none">• About attitudes towards mental health• About unhealthy coping strategies | <p>physical risks of carrying a knife</p> <ul style="list-style-type: none">• How to access support services• Violent extremism• County lines | <p>substances, gangs, and crime.</p> <ul style="list-style-type: none">• Child trafficking, Modern day slavery & its effects• CCE – Updated County lines (legislation and relevant laws)• About the media's impact on perceptions of gang culture• Exit strategies for pressurised or dangerous situations. | |
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Workshops

Sexplain - (School workshop on consent, relationships, sexuality, and body image)

| Year group | Year 7 workshop | Year 8 workshop | Year 9 workshop | Year 10 workshop | Year 11 workshop |
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| Focus | <ul style="list-style-type: none"> • What are the various aspects that make up who we are? • Intro to positive relationships; friendships, family and improving those relationships. • Intro to consent; understanding boundaries; seeking consent; getting help. • Gender roles, gendered expectations, and pressures these create. • Puberty, anatomy, correct names, hygiene, periods, and taboos. | <ul style="list-style-type: none"> • What are the various aspects that make up who we are? • Intro to positive relationships; friendships, family and improving those relationships. • Intro to consent; understanding boundaries; seeking consent; getting help. • Gender roles, gendered expectations, and pressures these create. • Puberty, anatomy, correct names, hygiene, periods, and taboos. | <ul style="list-style-type: none"> • Consent and the law; signs of consent and no consent; digital consent; seeking support. • Identifying abusive behaviours; identifying green and red flags; trust and jealousy. • What does LGBTQIA+ stand for? Understanding history and context. • Myths and misconceptions around sexual violence and victim blaming. • Diversity in bodied; busting myths. <p>Contraception and protection in detail; accessing services and your rights.</p> | <ul style="list-style-type: none"> • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressurising others. • The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • The facts about the full range of | <ul style="list-style-type: none"> • What is the difference between sex and gender? Allyship and inclusive spaces. • Communication, accountability, break – ups, boundary – setting. • Defining ‘sex’ consent. • Understanding the effects of sexual violence; trauma; supporting survivors. • The body and desire. • Abortion care and reproductive rights; conception facts; miscarriage. • Presentation of sexuality in the |

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| | <ul style="list-style-type: none"> • What do we mean by the words: 'Contraception' 'protection' 'conception'? • Body image, diversity, representation, body positivity, social media. | <ul style="list-style-type: none"> • What do we mean by the words: 'Contraception' 'protection' 'conception'? • Body image, diversity, representation, body positivity, social media. | | <p>contraceptive choices.</p> <ul style="list-style-type: none"> • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. • What constitutes sexual harassment and sexual violence and why these are always unacceptable. | <p>media; social media and censorship.</p> |
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FGM – Female genital mutilation.

At Ark Elvin we will 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 Elvin Academy, we have a duty to report concerns we have about girls at risk of FGM to the police and social services.

3. How we teach RSE

RSE is predominantly delivered through the PSHE curriculum during form time. Form tutors deliver PSHE to their form groups one morning 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 – 13) 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.

4. 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 Head teacher through her P.A Briony Stephenson principalspa@arkelvinacademy.org
2. Meet with the Head teacher to discuss the request with and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

5. 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.