



# Ark Blake Academy

*'Empowering our pupils to take responsibility and seize greatness.'*

## Relationship and Sex Education Policy

2022-2023

*"No bird soars too high, if they soar with their own wings."*

**William Blake, 1789**

## PURPOSE

This policy outlines the Ark Blake Academy Relationship and Sex Education provision for the academic year 2022-2023.

Date of last review:	March 2023	Author:	Principal & Vice Principal
Date of next review:	September 2023	Owner:	Principal & Vice Principal
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Project Board
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## ARK 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	Relationship and Sex Education Policy

## Beliefs, Vision, Mission & Values

***‘Empowering our pupils to take responsibility and seize greatness.’***

### Beliefs

At Ark Blake Academy, we believe that each of our pupils is born with unique potential for greatness which they can take responsibility to achieve. We believe that by working hard and living according to Ark Blake’s values, our pupils can seize greatness, lead lives that bring fulfilment and strengthen their communities.

### Vision

Ark Blake will provide an excellent academic education, built on foundations of strongly held values. We will empower our pupils to take the responsibility to ‘seize greatness’, achieve academic excellence and flourish as knowledgeable, confident, articulate, responsible citizens, who live according to Ark Blake values.

### Mission

All our pupils will fulfil their unique academic and personal potential. Every pupil will live according to Ark Blake’s values and go on to university or follow the rewarding career of their choice.

### Values

At Ark Blake Academy, our values will be strongly held and central in all that we do. Our school aim reminds us that it is by living according to our values that we can lead fulfilling lives and strengthen our community.

Ark Blake’s values are:

- Bravery; seize greatness, even if you feel fear
- Leadership; positively influences others to seize greatness
- Aspiration; aim high and don’t accept less than greatness
- Kindness; greatness does not come without humility, empathy and generosity
- Endeavour; seizing greatness takes time, effort and determination

Our values will be talked about at every opportunity and will be the basis for the character traits that we expect our pupils to show. Our pupils will be brave and ready to take the opportunities life presents. Our pupils will show leadership, taking the initiative and leading by example. Our pupils will be aspirational, aiming high and knowing that high expectations and hard work pay off. Our pupils will be kind in word and deeds, recognising that all are worthy of respect. Our pupils will show endeavour, working hard and navigating obstacles in their way while maintaining a positive attitude.

Our school aims also expresses our belief that each of our pupils is born with the unique potential for greatness for which they can take responsibility to achieve. In addition to our five Blake values, we will teach our pupils that it is through taking responsibility that they can apply all they have learned to build a fulfilling life and have positive impact on their community and the world around them.

## Ark Network's 'Six Pillars'

Ark Blake Academy, like all of the Ark Schools across the network, has a clear 'DNA' for a successful, thriving school. We call these 'Our Six Pillars'.

While each Ark school has its own ethos and character, they all draw upon the same principles – 'Our Six Pillars' – in support of our shared mission to transform lives through education. These are the 'Six Pillars' in Ark Blake Academy.

### i. High Expectations

Each Ark Blake pupil and member of staff will aspire to 'seize their greatness' and excellence and in every aspect of Academy life. We will share the highest expectations for the academic and personal achievement of each pupil. Pupils will understand the opportunities that a successful school and university education offers them in terms of careers and quality of life, and they will aspire to succeed.

### ii. Excellent Teaching

Ark Blake Teachers will be subject experts with an excellent understanding of the intellectual journey they are taking their pupils on. Through weekly CPD and Coaching, they will master the skills of our 'Teaching Tenets. They will inspire and challenge pupils to excel academically on a path toward 'greatness' in that subject. Pupils will feel supported and clear on how to improve, therefore making excellent progress.

### iii. Knowing Every Child

Each of Ark Blake's pupils will live according to our BLAKE values. They will develop the character, based around these values that will support their academic achievement and personal development. They will become knowledgeable, confident, articulate, responsible and successful citizens, able to flourish in society and lead fulfilling lives. Pupils will work hard, aim high and be confident and resilient on the journey to success.

### iv. Depth and Breadth

Ark Blake will teach a knowledge rich, academic curriculum. It will also be broad and balanced, educating the whole child. We will teach powerful knowledge, domain-specific skills in each subject area, providing a strong foundation for further study. The Four Facets of our curriculum will also set the foundation for excellence in Knowledge, Skills, Character and Health. There will be abundant opportunities for enrichment.

### v. Exemplary Behaviour

Ark Blake will provide a positive, calm, focused and purposeful learning environment. Behaviour will always be respectful and considerate. Exemplary standards will be established through consistency of expectations, routines and explicit teaching of expected conduct, Character and key learning

dispositions. Pupils will behave according to our values. We reward BLAKE value rewards to celebrate and reinforce good conduct.

vi. **Always Learning**

Ark Blake's staff will be systematically trained and coached in best practice and will flourish within high performing teams. Staff will take the responsibility to continually improve their practice and lead the daily journey to 'seize greatness' in our school and network. Pupils will continue learning beyond the classroom. They will develop their passions, interests and character through a high-quality enrichment and extra - curricular programme.

## Relationships and Sex Education (RSE)

### Statutory Requirements

The Relationships 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, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all maintained schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in all schools and this policy should be read in conjunction with Ark Blake's PSHCE Policy.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1019542/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

This Policy sets out how Ark Blake Academy will deliver the content set out in statutory guidance, in the context of a broad and balanced curriculum. Effective teaching in PSHCE and curriculum subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned of lessons.

This policy also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that headteachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

### Relationships and Sex Education at Ark Schools

We firmly believe that Relationships and Sex Education (RSE) delivered via the curriculum, the school environment and the school ethos is an essential part of a child's development. Not only does it provide information, it helps children develop their skills and form positive beliefs, values and attitudes. It is our belief that effective RSE has a positive impact on self-esteem and enables our students to have a positive view of relationships, sexuality and sex this embeds a culture of both personal and mutual acceptance and respect. Although it is important that the RSE programme recognises that there may be different cultural or faith-based views relating to this area of the curriculum it is essential that what is taught reflects the diverse society in which we live, which includes LGBTQ, and that all children have access to age appropriate information free from stereotyping or discrimination.

### Aims and Objectives

This section provides guidance and information on all aspects of RSE, within the PSHCE programme, and aims to provide a secure framework within which staff can work, as well as to provide information for parents and carers regarding the RSE curriculum within the academy.

The following aims guide the teaching of Relationships and Sex Education:

- Pupils will have better relationship skills
- Pupils will be prepared for puberty and have a good knowledge of their own bodies
- Pupils will have an understanding of prejudice and its negative effects
- Pupils will be capable of seeking help and advice
- Pupils will be able to express their feelings
- Pupils will be aware of and be able to challenge the messages they receive from the media
- Pupils will be aware of their rights over their own bodies
- Pupils will be able to make informed choices (that reduce risk)
- All RSE will show recognition and understanding of:
  - Age of children and young people
  - The diversity of cultural influence that exist in society and the world
  - The influence of religious beliefs
  - The law

### What is Relationship and Sex Education?

RSE is an opportunity for pupils to gain the knowledge as to how they will develop nurturing, healthy relationships that are not limited to just intimate relationships. Pupils will be able to identify what a healthy stable relationship looks like, this includes a successful marriage, a good friend, a good colleague and whatever type of relationship a pupil aims to commit to.

RSE will cover resisting pressure to engage with sexual activity including intercourse ( and not applying pressure) as well as contraception and developing intimate relationships. Pupils will understand positive and negative behaviours that individuals could exhibit in a relationship. This will lead them to grow an awareness of how a good relationship can have a positive correlation with individual's mental health. Pupils will learn how to control a situation when the relationship is not what is desired.

It will support pupils prepare for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgments and behaviour (see Curriculum and Behaviour Policy)
- Have the self-esteem and self-respect to value themselves and others
- Behave responsibly within sexual and personal relationships
- Communicate effectively (online/ offline)
- Have sufficient information and skills to protect themselves and their partner from unintended/unwanted conceptions and STIs including HIV
- Identify the long-term impact an unhealthy relationship can have on mental well-being
- Neither exploit others nor be exploited
- Access confidential advice and support



### **Moral Framework (Character Education Policy)**

Our school believes that RSE should be delivered within the following moral framework (ref Character Education policy). Our programme promotes:

- Self-respect
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality
- Treating everyone equally; legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010)
- An awareness of the way others feel
- Mutual support and co-operation
- Honesty and openness
- The acceptance of the responsibility for and the consequences of personal actions
- the right of people to hold their own views within the boundaries of respect for the rights of others
- The right not to be abused by or taken advantage of by other people
- The right to accurate information about sex and relationship issues

### **Why should RSE be taught?**

RSE should be taught as pupils need to be equipped with the knowledge to enable them to make informed decisions about how they will live their lives. Key aspects of the law need to be identified to ensure students are clear on what is and is not acceptable in modern day Britain. This includes the age of consent, what is and is not consent as well as the law around pregnancy.

FGM (female genital manipulation) will be addressed as well as sexual exploitation, grooming and domestic abuse. Other types of harmful and abusive relationships will be explored so students are clear on the variables and able to identify what is and is not acceptable. In line with KCSIE, it is important for different types of abuse (physical, sexual, emotional and neglect) to be brought to the forefront as students could be in the midst of experiencing this / ensuring they are not a part of any of these types of unacceptable behaviours.

Pupils are online more than ever before. It is important that we ensure our pupils know how to be responsible online and keep themselves safe. We intend to highlight the risks and harmful content that is available online so our pupils can respond accordingly; report issues to relevant authorities as well as speak to a member of staff at our academy. Social media is growing and we want all of our students to behave responsibly online and we need to teach them how to do this to ensure they are abiding by our rules (behaviour policy).

By the end of key stage four pupils would have covered the following in RSE:

- Families and relationships
- Bullying
- Respectful relationships, including friendships
- Online and media
- Being safe

- Intimate and sexual relationships, including sexual health
- The law
- Physical health and mental well-being (sleep problems)
- Menstruation

### **The interaction between PSHCE education and other subjects**

RSE is embedded within PSHCE, however it is also delivered across the curriculum as it relates to a number of subjects.

Science will cover human biology through the curriculum offer. This will include puberty, conception as well as contraception. RSE will explore the choices that people can make and the reason behind those choices as well as how to be assertive when making decisions.

E-safety will be covered within Computing from 2022, and before that PSHCE lessons and the Digital Strategy. The content will be dynamic and respond to the risks that are constantly changing in relation to our pupils being online. It is important to explore the risks, including the law as it applies to the sharing and downloading of images and information and safe ways of sharing personal information, social networking, online dating and sharing images.

Physical Education will help students to be able to identify how to lead an active healthy lifestyle so they can reduce the chances of suffering from disease and infirmity.

Abortion and same sex relationships will be covered as part of the Religious Education curriculum. Pupils will be able to identify the law as well as the viewpoints of different faith groups and cultures on such issues.

At Ark Blake Academy, our Character Education programme ensures the teaching of all the required PSHCE, Personal Development, Wellbeing and SMSC teaching for pupils. Our aim is for our pupils to 'seize their greatness' live fulfilling lives and contribute to our community. RSE is a pivotal part of our PSHCE offer which is integral to our Character Education programme (Character Education Policy).

### **Diversity and Inclusion**

The London borough of Croydon is an ethnically diverse borough. All our classes include pupils from a wide variety of cultures and faiths. These cultures and faiths often hold differing views about relationships and sexual behaviour. Our tutors and resources will be sensitive to these views but ensure that our pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Ark Blake Academy, like all public institutions has specific responsibilities in relation to equality and protected characteristic groups as per 'The equality act 2010'. Our RSE caters for all pupils and is respectful of how pupils choose to identify themselves, understanding that their, maturity, sexual

orientation and gender identity that may be 'emerging'. This means that RSE is sensitive to the different needs of individual pupils and will evolve and adapt over time.

### Equal Opportunities

Our RSE programme aims to be inclusive of all regardless of gender, race, ethnicity, religion, language, social circumstance, appearance, sexual orientation, or disability. Our RSE programme responds to the needs of individual pupils and takes the cultures, faiths and family backgrounds of all pupils into consideration.

### How was the content decided?

The content is based on the Relationship and Sex Education statutory guidance 2019. As well as the PSHE – Association, 'Programme of Study for PSHE Education' (Updated for 2020). In addition to this Ofsted's handbook has been utilised under point 224 of the new framework for 2019. The June 2021 'Curriculum planning for RSE and Health Education in secondary schools as part of education recovery2' has also been reflected in our curriculum offer.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/993715/RSHE\\_and\\_MHiEAG-secondary-V1.1.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/993715/RSHE_and_MHiEAG-secondary-V1.1.pdf)

The content has been selected so that, throughout the programme, pupils 'practice' life skills such as assertiveness, self-awareness, decision making, and consider all aspects of relationships and what may impact them. It also provides many opportunities for pupils to explore their own and others' attitudes, values and opinions on a variety of issues.

In Key Stage 3 pupils learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. They learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping, how to access sources of advice and support and when and where to get help.

In Key Stage 4 pupils will learn to recognise the influences and pressures around sexual behaviour and how to respond appropriately and confidently seeking professional health advice where necessary. They learn how HIV and other STIs affect the body, how different forms of contraception work, the risk of early sexual activity and the potential link with use of alcohol. Discussions around moral issues such as abortion, contraception and the age of consent are all considered.

### How are resources chosen?

RSE resources are chosen and checked for:

- Being up to date
- Being inclusive - including different types of sexuality
- Positive, healthy and unbiased messages
- Age appropriateness
- Promoting positive values
- Accuracy

### Who is responsible for teaching RSE?

- Form tutors
- Curriculum teachers
- External agencies used to enhance the programme
- School Nurse

### How does the school use outside agencies?

The delivery of Relationship and Sex Education is solely the responsibility of the academy, but occasionally appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in the academy. The academy has a code of practice for using visitors to support the delivery of PSHCE:

- Visitors are invited into school because of the particular expertise or contribution they are able to make
- All visitors are familiar with and understand the school's RSE policy and work within it
- All input to PSHCE lessons are part of a planned programme and negotiated and agreed with staff in advance
- All visitors' messaging and resources are checked in advance
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and pupils to inform future planning

### How is RSE delivered?

RSE is delivered in weekly PSHCE lessons (and through drop down days at KS4) and through curriculum lessons such as Science, Religious Education, Physical Education and Computer Science. The delivery of RSE is also supported by one-off talks from the external agencies providers or speakers where appropriate. RSE is a part of our character programme as we attempt to help pupils along their journey to seize greatness and be the best version of themselves.

### Working with Parents

The RSE curriculum aims to complement and support the sex education provided to our students at home. Parents and carers are informed regularly of the content of the PSHCE curriculum to be covered. Parents and carers are able to discuss issues relating to RSE with their child's form tutor, or a senior leader, if they choose too. Ark Blake will consult with our parent community to develop and review our policy on a regular basis. It is vitally important that our policy meets the needs of the students and parents we serve.

### Withdrawal

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (this does not include science). Parents will have to write to the Vice Principal responsible, making this request at the beginning of the academic year so arrangements can be made for alternative provision.

### Single and mixed sex groups

All pupils will receive the full RSE programme, however on occasion it may be appropriate to provide opportunities for pupils to discuss matters further in single sex groups or individually.

### Dealing with questions

Ark Blake staff will:

- Answer only those questions that relate directly to the agreed programme/lesson
- Make it clear, through ground rules, that nobody should ask personal questions
- be prepared to modify the programme if a certain question recurs (perhaps because of media coverage)
- Use a question box (a box in the classroom that students can 'post' written questions). Decide whether or not this question box is anonymous. This box may also be used as a 'buffer' for teachers, if they feel they would like time to consider their answer to a specific question.
- Allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually
- Encourage pupils to ask their parents/carers any question outside the planned programme
- Make provision for questions about sex, reproduction and puberty to be answered, outside the planned programme, where appropriate.
- Ensure that if a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the safeguarding procedures (see Safeguarding Policy).

### Safeguarding Children Statement

RSE may lead to disclosures of safeguarding issues. Children and all staff will be clear and follow the procedures for reporting their concerns. Further details can be found in the academy's Safeguarding Policy.

### Confidentiality statement

Teachers are aware that effective relationship and sex education can lead to disclosure of a child protection issue. In these circumstances teachers cannot offer or guarantee absolute confidentiality. If a teacher believes that a child is at risk or in danger, they will record concern via EdAware and talk to the DSL.

### Training

Teachers of RSE meet regularly for Year Meetings to plan and prepare for the delivery of PSHCE and RSE. Where necessary teachers are trained by external subject experts relating to specific topics, e.g. FGM training is delivered by Ark during September Safeguarding training.

### Monitoring and Evaluation

The Vice Principal will report to the Principal and be responsible for:

- Ensuring the RSE policy and programmes are implemented as agreed
- Supporting staff to assess students' progress
- Recommending targets for whole school development