Thinking Schools Academy Trust
"Transforming Life Chances"

The Victory Academy
RSE Policy

Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Helps support students as they move from being 'Victory Citizens' to citizens in the wider world displaying the values of Respect, Pride and Belief.

Statutory Requirements

As a secondary academy school, we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At The Victory Academy we teach RSE as set out in this policy.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – Parents were informed of the proposed changes in a letter and directed to the website to complete an online survey on the policy and curriculum.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Delivery of RSE

RSE is taught within the Victory Citizenship curriculum. Biological aspects of RSE are taught within the Science curriculum.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and Responsibilities

1. The governing board

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

2. The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from (non-statutory/non-science) components of RSE (see section 8).

3. Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to pupils whose parents wish them to be withdrawn from the (non-statutory/nonscience) components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

The Assistant Head Teacher is responsible for Personal Development within the Academy and Subject Lead for Victory Citizenship is responsible for developing and implementing the Victory Citizenship curriculum.

Students

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

Parents' Right to Withdraw
Parents have the right to withdraw their children from the (non-statutory/non-science) components of sex education within RSE up to and until 3 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 using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Following the meeting if it is still the parents wish to withdraw the student a request in writing stating which part of the programme the student should be excluded from will be necessary.

Alternative work will be given to pupils who are withdrawn from sex education.

Training
Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements
The delivery of RSE is monitored by Mrs Anderson (Lead for Victory Citizenship) and Matt Rose (Deputy Head Teacher) through regular learning walks of lessons and through the inclusion of Victory Citizenship as part of the Academy quality assurance (QA) programme.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by Matt Rose (Deputy Head Teacher) annually. At every review, the policy will be approved by the Regional Governing Body.

Appendix 1: Victory Citizenship Curriculum Map

	Topic 1	Topic 2		Topic 3	Topic 4	Topic 5		Topic 6
Year 7	**Transition and safety** Transition to secondary school and personal safety in and outside school, including first aid	**Religious Education** What is RE? KQ - Who were the Greek Philosophers? To explore how the ancient Greel's influenced modern way of thinking.		**Health and puberty** Healthy routines, influences on health, puberty, unwanted contact.	**Religious Education** How important are religious festivals? KQ - How do different faiths celebrate? Investigating the key festivals and celebrations in the worlds largest religions	**Young People and Human Rights** The UN Declaration of Human Tights, Rights and organisations, fighting for rights, protests and organisations, young people and society, young people and school, young people and religion.		**Religious Education** How radical was Jesus? KQ - What is so radical about Jesus? To learn from different Christianity about their view of Jesus, and how people within a religion understand and live out the teachings of Jesus in the world around them.

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 8	Citizenship/RE - The Island	**Digital literacy**	**Relationships - Identity and relationships and Discrimination**	**Religious Education**	**Emotional wellbeing**	**Citizenship / British Values**

Community, sustainability, needs and wants, how important society is, rules and laws, traditions, cultural celebrations.	Online safety, digital literacy, media reliability, and gambling hooks	Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia and an introduction to online safety	Religion and Art. KQ - What made Christianity a global religion? To explore how Christianity grew from a small group of people living in the Middle East 200 years ago, to become a global religion follwed by more than two billion people.	Mental health and emotional wellbeing, including body image and coping strategies, puberty and emotions surrounding this and dealing with grief	Religion and Art. KQ - Why is art important within religions groups? To identify similarity and difference in the way beliefs and values are reflected through art within and between religions
Topic 1	**Topic 2**	**Topic 3**	**Topic 4**	**Topic 5**	**Topic 6**

Year 9	**Peer influence, gangs**	**Relationships - Respectful and intimate relationships**	**Heath and Wellbeing - Drugs and Alcohol**	**Religios Education**	**Extremism**	**Citizenship / British Values**

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Back to school, Healthy and unhealthy friendships, assertiveness, and gang exploitation, role models	Families and parenting, healthy relationships, conflict resolution, and relationship changes. Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Being influenced by drugs, alcohol, tobacco, and the law, supply classification of drugs, social drugs, consequences of substance abuse, addiction, how substance abuse affects you.	Introduction to Ethics. KQ - How do we make decisions and what makes humans good people? Exploring what ethics is and the idea of morals and where we get our sense of good and bad from	What is justified, what does extreme mean and when is extremism, terrorism, can extremism ever be a good thing, how are people radicalised, what is counter terrorism, radicalised groups and extremism in the UK.	Introduction to western philosophy. KQ - What influences us to make decisions? An investigation into the western philosophy many of the world religions follow.
Topic 1	**Topic 2**	**Topic 3**	**Topic 4**	**Topic 5**	**Topic 6**
Healthy relationships	**Religious Education**	**Exploring influence**	**Religious Education**	**Communication in relationships**	**Religious Education**

(Year 10)

| Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography, teenage pregnancy and pregnancy choices | Ethics. KQ -   Does ethics really matter? What ethical considerations are, quality of life, when does life begin, matters of life, abortion, abortion and the law, IVF, genetic engineering, cloning, euthanasia, transplant surgery, considering various religious views | The influence and impact of drugs, gangs, gambling. | Moral Decision Making. KQ - HShould religion play a part in conflict? Exploring world issues which affect society | Personal values, assertive communication relationship challenges and abuse the media, forced marriages, modern slavery, honour based violence, online gambling, | Religion and Science. KQ - How did we get here? Can religion and science co-exist? Are they do different belief systems that only work independently of each other? Can scientists believe in God as well? |

Topic 1		Topic 2		Topic 3	
Religious Education Free Will and determinism. KQ - Should we think about the ethics behind our spending? Exploring the ethical side of business		**Independence** Responsible health choices, and safety in independent contexts. cancer treatment, cancer prevention, cancer awareness and responsible health choices,		**Families** parental responsibilities, pregnancy, changing relationships	Exams study leave

Year 11

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS 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 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
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 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

TOPIC	PUPILS SHOULD KNOW
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 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
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 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

Appendix 3: Parent /carer form for withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			