



Annex to CRST RHSE Policy

School overview statement / local context

Arrow Vale is a High School catering for students in Years 9 – 13. We serve a community with a population that is predominantly White British with below average numbers of students from minority ethnic heritages or with English as an additional language. RSE is delivered as part of our Learning for Life programme where we aim to deal sensitively and honestly with all elements of the RSE curriculum, answer appropriate questions and offer support where needed.

Curriculum overview

Most of our students arrive in Year 9 from one of our two trust Middle Schools and therefore have experienced high quality RSE education. Our aim in Year 9 is to build on that education and embed the outcomes outlined in the Year 7 and 8 curricula with a continued focus on respect and agreed understanding of consent:

<u>Year 7 RSE</u>	<u>Year 8 RSE</u>
• The different types of relationships and the factors that affect these. • The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships • The roles and responsibilities of people in families and friendships • The media portrayal of relationships and the fact that they may not reflect real life • To understand intimate relationships, the law and that they are within their rights to set boundaries • Understanding the terms relating to sex, gender identity and sexual orientation • Understanding the terms related to discrimination within relationships. • Understanding the concept of coercion and consent in relation to the law.	• Understanding that all kinds of different relationships can cause strong feelings and emotions • Understanding the differences between friendship groups and gangs. • Developing an understanding of the impact of modern technology on relationships • Explicit images and the law, how to handle any pressure to share explicit images. • Understanding the nature and importance of marriage, civil partnerships, and other stable long-term relationships. • Understanding different types of intimate relationships and the pressures/ discrimination people may face.

• To recognise peer pressure and to develop strategies to deal with the effects of this within relationships. • Develop understanding of puberty and anatomical differences between males and females (to be covered in science) • Introduction to sexual health and contraception.	• Acknowledging the right to not have an intimate relationship until they are ready. • Understanding consent, various forms sexual contact and of contraception. • Understanding the concepts of sexual exploitation, and forced marriage, understanding that it is illegal.
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In Key Stage 4 (Years 10 and 11) we continue to develop students' understanding by covering the outcomes below that are set out in the Department for Education's guidance for secondary schools. These are the knowledge statements required to be taught by the end of secondary (Year 11). Our RSE curriculum is committed to fulfilling the aims of the DfE policy which states that we give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

By the end of Key Stage 4 students will know ...
• 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. • 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). • 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. • 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. • 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). • 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.

Timetabling and staffing

RSE lessons are taught within our Learning for Life programme that is delivered by form tutors during assembly and tutor periods (once a week) and an additional weekly Learning for Life lesson for Years 9-11 that is delivered by trained teaching staff. All teaching staff who deliver these sessions are supported through professional development and training.

Teaching and resources will be differentiated as appropriate to address the needs of all learners including those with Special Educational Needs in order for them to have full access to the content of relationships and sex education.

Student support services available

The school nurse is available for students to be referred to by the student support team.

All student support services work together and with tutors, pastoral leads, and the safeguarding team, but they will not share personal information about students without their permission unless there are safeguarding concerns. Students are informed of this in their first RSE lesson; creating that safe space for honest dialogue is vital for a successful RSE programme. The use of anonymous question boxes will be used in the lessons so students can ask questions should they feel the need to use it.

Monitoring & assessment

RSE will be monitored by the Senior Leadership Team as part of our Teaching and Learning Quality Assurance policy and schedule.