



Lifelong Learning

(Personal, Social, Health and Economic Education) Policy
Including Statutory Relationships and Sex Education (RSE) and
Health Education and Spiritual Moral Social and Culture (SMSC)

	v3.0
Approved by Pastoral & Wellbeing Committee	Autumn 2023
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Statutory	Yes
Website	No
Key individual	Deputy Headteacher, Pastoral

Table of Contents

1. Lifelong Learning and our vision and values.....	3
2. Aims of the Lifelong Learning Policy.....	4
3. Policy Development.....	5
Links to other School Policies	5
5. Compliance with Statutory Requirements.....	6
6. Definitions for RSE and Health Education	6
7. An Inclusive Approach through a Moral and Values Framework (SMSC).....	6
8. Organisation of Lifelong Learning.....	7
9. Content of Lifelong Learning Curriculum	7
10. Statutory Relationships, Health and Sex Education and the Science Curriculum	7
11. Approaches for Delivering Effective Lifelong Learning	8
12. Specific Issues Related to Sex Education	10
13. Assessing Lifelong Learning and Monitoring the Programme.....	11
14. Training staff to deliver Lifelong Learning.....	11
15. Disseminating and Monitoring the Lifelong Learning Policy.....	12
Appendix 1: Parent form for withdrawal from Sex Education within RSE.....	12
Appendix 2: LLL Curriculum.....	14
Appendix 3: example slide and the LLL “branding” badges.....	15
Appendix 4: example RSE letter to parents.....	16
Appendix 5: RSE Government Guidance	17

Introduction

At the Archer Academy, we refer to Personal, Social, Health education, PSHE as Lifelong Learning. Lifelong Learning is a central part of the student experience at the Archer Academy. It is designed to empower our students with the skills, experience, knowledge and attitudes they need to be active global citizens in modern Britain.

Our Lifelong Learning curriculum is designed to be taught, with discrete time provided within our pastoral structure for all students, coordinated by heads of year and delivered by form tutors. It is also well-established within our schemes of learning and reinforced through all curriculum areas – most notably through Thematic Learning, SPPEC and Humanities.

Outside the core curriculum, Lifelong Learning also has a role to play in the whole Archer Academy experience and as such is supported by special events and activities, community projects, mentoring projects, the School Council, House System and much more.

This policy details how we will meet our commitment to these aims through the delivery of a balanced life-skills PSHE curriculum, incorporating: Relationships and Sex Education (RSE); Health Education and Living in the Wider World. This policy also includes our commitment to the delivery of spiritual, moral, social and cultural education for our students.

1. Lifelong Learning and our vision and values

Our vision and core values are themselves rooted in the concept of Lifelong Learning. Our overarching aim is to provide an outstanding, inclusive and ambitious education which will prepare our students for adult life. This is encapsulated in our three-fold vision: *Realising potential, inspiring creativity, and Engaging with our community*

Our vision is underpinned by the core values that make up the Archer Way: Achievement, Respecting others, Curiosity, Hard work, Enjoyment and Responsibility.

Our Lifelong Learning curriculum reinforces these values by:

- Promoting the spiritual, moral, cultural, mental and physical development of all Archer Academy students.
- Preparing all Archer Academy students for the opportunities, responsibilities and experiences of later life in modern Britain and the wider world.
- Providing accurate and relevant knowledge.
- Creating opportunities to turn that knowledge into personal understanding.
- Allowing opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities.
- Helping students develop the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

- Supporting students to become successful learners who enjoy learning, make progress and achieve.
- Nurturing confident individuals who can live safe, healthy and fulfilling lives.

Our Lifelong Learning curriculum also provides opportunities for the teaching of British values to prepare them for life in the wider world: these are implicit throughout the curriculum but also emphasised explicitly within particular lessons (e.g. voting systems; legal rights and responsibilities; discussing issues of discrimination, etc.)

- Democracy
- The rule of law
- Individual liberty
- Mutual respect

Tolerance of those of different faiths and beliefs.

2. Aims of the Lifelong Learning Policy

At the Archer Academy we aim to deliver a broad and balanced life-skills PSHE curriculum, through three strands, these are: RSE, Health Education and Living in the Wider World. Through quality delivery, our Lifelong Learning programme aims to develop:

- confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives;
- young people who can maintain positive, respectful, and healthy relationships, within which they can thrive personally and socially;
- responsible citizens who understand they have rights and responsibilities that help them make a positive contribution to society; and
- successful learners who enjoy overall learning, being curious, making progress and achieving success

With particular reference to the RSE elements of the programme, students will:

- develop confidence to talk, listen and think about feelings and relationships
- address concerns and correct misunderstandings and be able to protect themselves and ask for help
- develop positive attitudes and values and respect differences in opinions
- develop a positive self-image and high self-esteem
- know about the importance of personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.
- develop skills to make and maintain healthy, nurturing and positive relationships of all kinds, including family relationships, friendships, intimate relationships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.
- gain accurate knowledge and understanding about the facts and law about sex, sexuality, sexual health including contraception, and gender identity in an age-appropriate and inclusive way
- be clear about issues relating to consent within all relationships, including when developing intimate relationships, and resisting pressure and/or not applying pressure to have sex.
- develop personal responsibility for one's actions
- know where to get confidential advice and support

This Lifelong Learning policy has been written as part of our statutory requirement to produce an RSE policy and sets out the following:

- Our approach to delivering statutory RSE and Health Education within a comprehensive Lifelong Learning curriculum, in line with non-statutory programmes of study.
- Our overall aims for delivering Lifelong Learning, including RSE, Health Education and Living in the Wider World
- Our definitions for RSE and Health Education
- Guidance for staff and outside visitors about approaches, organisation and content for our Lifelong Learning curriculum
- Information for parents and carers about what is taught in Lifelong Learning and when it is taught, along with specific information about their involvement with RSE and the right to withdraw
- Guidance for monitoring and evaluating Lifelong Learning, including arrangements for policy review

Relationships, Sex and Health Education is taught from Year 7 to 11 in age-appropriate stages as part of the school curriculum in Lifelong Learning, Thematic Learning, SPPEC and Science, Food Technology and PE.

Relationships, Sex and Health education is taught in line with our equality and diversity policy. All forms of relationships are promoted so that there is an understanding of and respect for difference including ability, race, gender, sexual orientation, appearance, age, religion, social background or beliefs.

Key contacts

Deputy Headteacher Pastoral: Joanna Mahoney

Safeguarding Lead: Assistant Head Richard Gillo

Lifelong Learning Lead: Head of Personal Development: Chris Ruffles

Governors: Pastoral and Wellbeing Committee

3. Policy Development

This policy was reviewed by the Pastoral and Wellbeing committee and Head of Personal Development, in consultation with students (school council)/staff/parents/carers/ and wider community partners.

Links to other School Policies

This policy should be read in conjunction with the following school policies and documents:

- 4.1 Safeguarding/Child Protection
- 4.2 Anti-Bullying
- 4.3 Behaviour and rewards
- 4.4 Online Safety Policy
- 4.5 Equality and Diversity
- 4.6 SMSC Policy
- 4.7 SEND Information Report

4.8 SEND policy

4.9 Drugs and Alcohol Education Policy

5. Compliance with Statutory Requirements

Guidance from the DfE (Department for Education) under sections 34 and 35 of the Children and Social Work Act 2017 makes RSE and Health Education statutory in all secondary schools. Our policy complies with the following statutory requirements and recommendations, as outlined and delivered through our Lifelong Learning curriculum:

- 5.1 Relationships and Sex Education will be compulsory in all Secondary Schools (or those students receiving Secondary Education) – this includes academies, free schools and independent schools
- 5.2 Health Education will be compulsory in all Secondary Schools (or those students receiving Secondary Education) – this includes all academies and free schools but not independent schools as it is already statutory in these schools.

6. Definitions for RSE and Health Education

6.1 Relationships and Sex Education (RSE)

“RSE is learning about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality, and sexual health. It is learning about the physical, social, emotional and legal aspects of human relationships including friendships, intimate, sexual, and committed relationships, and family life. It should equip young people with the information, skills, and positive values to have happy, healthy, and safe relationships, to enjoy their sexuality, to take responsibility for their sexual health and well-being, now and in the future.”

6.2 Health Education

“Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our young people to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally, now and in the future.”

7. An Inclusive Approach through a Moral and Values Framework (SMSC)

As an inclusive school we value difference and diversity within our school community and the wider world. As such, Lifelong Learning is delivered within the context of our school aims, values and moral framework and our diversity equality and inclusion policy, taking into account the following considerations:

- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Different faiths, beliefs, cultures and sexual orientations should be not just tolerated, but celebrated, and not be the cause for prejudicial or discriminatory behaviour
- Respect for ourselves and others helps develop understanding of the need for non-exploitation within relationships
- We all have rights, duties and responsibilities, we need to know what these are and have the ability to exercise them
- Young people are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some students and staff will identify as LGBTQ+
- Families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures

- Some young people may have a different structure of support around them (for example: looked after children or young carers)

We believe that students should receive comprehensive, balanced and accurate information that relates to their needs. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of Lifelong Learning. For example, care is taken to ensure there is no stigmatisation of young people based on their different home circumstances when teaching about the importance of marriage, or stable relationships, for family life and bringing up children, or when considering the characteristics and legal status of other types of long-term relationships.

Within the RSE elements of our programme, young people are supported and guided in lifelong learning about relationships, emotions, and the human biology of sex, sexuality, and sexual health. Along with parents and carers, we aim to help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life, and to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

In exploring their own feelings and attitudes, and those of peers and the wider society, our students can develop values on which to base decisions about relationships, health and living in the wider world.

8. Organisation of Lifelong Learning

- 8.1 Timetable allocation – a minimum of 30 minutes per week
- 8.2 Groupings can take the form of whole classes, small groups, form groups, year groups
- 8.3 Staffing: the course will be delivered by HOYs (Head of Year), tutors, teachers of Science/ SPPEC, Thematic Learning and external visitors. It is important to note that where outside visitors help to deliver RSE they are not there to replace teachers but to enrich existing programmes by supporting the school.
- 8.4 Where taught: Lifelong Learning in tutor time, Thematic Learning, SPPEC, Science, Assemblies/Special events, drop down days.

9. Content of Lifelong Learning Curriculum

We deliver our comprehensive Lifelong Learning curriculum under the 3 areas:

- Relationship and Sex Education, including Sex Education in Statutory Science Curriculum
- Health Education
- Living in the Wider World

10. Statutory Relationships, Health and Sex Education and the Science Curriculum

10.1 Relationships and Sex Education (RSE) (KS 3 & 4: Age 11-16 years)

- Families
- Respectful Relationships, including Friendships
- Online and Media
- Being Safe
- Intimate and Sexual Relationships, including Sexual Health

Statutory Science Curriculum (contributing to Sex Education alongside RSE)

Key Stage 3 (age 11-14 years)

Students should be taught about:

- Reproduction
 - reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

Key Stage 4 (age 14-16 years)

Students should be taught about:

- Health, disease, and the development of medicines;
 - the relationship between health and disease
 - communicable diseases including sexually transmitted infections in humans (including HIV/AIDs); non-communicable diseases; the impact of lifestyle factors on the incidence of non-communicable diseases.
- Coordination and control;
 - principles of hormonal coordination and control in humans, hormones in human reproduction, hormonal and non-hormonal methods of contraception
 - Evolution, inheritance, and variation
 - sex determination in humans

10.2 Health Education

(KS 3 & 4: Age 11-16 years)

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

10.3 Living in the Wider World

(KS 3 & 4: age 11-16 years)

- Economic Wellbeing
- Being a Responsible Citizen
- Careers

11. Approaches for Delivering Effective Lifelong Learning

11.1 Creating a Safe and Supportive Learning Environment

Lifelong Learning often works within students' real-life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules, developed and agreed with all students across the school, and referred to during Lifelong learning lessons. This helps secure an atmosphere in which students can discuss concerns, feelings, and sensitive issues.

11.2 Confidentiality

In the course of Lifelong Learning lessons, students may indicate in some way that they are vulnerable or at risk. In these circumstances, staff are aware that they must use the school safeguarding systems in line with the Child Protection and Safeguarding policy to ensure that they refer any concerns as expected.

The school will ensure that students know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to students. They will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

11.3 A Range of Learning Approaches

Active and interactive engagement is most effective in Lifelong Learning. In every section of the course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, the Internet and visits by theatre groups.

11.4 Relevant resources

Resources will be assessed to ensure that they are current, relevant and appropriate to the age and maturity of students. They will consider equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

11.5 Use of External Organisations

We work with various external organisations to enhance the delivery of Lifelong Learning across our planned programme, in order to bring in specialist knowledge and different ways of engaging with our young people.

We work in partnership with all external organisations to ensure that all activities and resources used are delivered in accordance with the aims of this policy and the content of our planned programme. All external contributors are made aware of our confidentiality and safeguarding policies to make sure that any safeguarding issues that arise are dealt with in line with school policy and procedure. All external contributions are used to complement the teaching delivered by our own staff, to enhance and enrich the overall experience of our students.

As it stands, we have a regular working relationship with the RAP project, Education Child Protection and Brooke to provide our RSE and D&A drop-down days/workshops to support our tutor and in-class work; we also have A to E Training who have agreed to provide every year 7 student with 3 hours of First Aid training throughout the year.

11.6 Groupings

The Lifelong Learning curriculum will be delivered through a variety of whole class lessons, smaller group work, tutor group sessions and where relevant, in one to one sessions.

11.7 Responding to Students' Questions

It should be recognised that questions from students will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

To enable all students to make their opinions known and to ask questions about the content, or things that they would like to learn, we will create half-termly student voice surveys to run alongside the quizzes that check their understanding.

This will be supported by the paper-based reflection system we use in SPPEC lessons where students will also have an opportunity to give feedback on their learning over the previous term.

We also use Lifelong Learning to support our contextual safeguarding agenda. If themes or issues arise in a year group, or the local community, we will make appropriate resources to support the safety, understanding and wellbeing of our students. For example, if there were incidents of Year 10 students vaping in the community, we may address this by revisiting our drugs and education resources in Year 10 Lifelong Learning sessions.

11.8 Meeting the Needs of SEND Students

Lifelong Learning lessons need to be accessible to all students including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare young people for adulthood outcomes. These students can be more vulnerable to exploitation and bullying which means that sensitive and age appropriate SRE and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all students by using appropriate resources, small group work and providing CPD (Continuing Professional Development) for teachers. We will also work closely with the SEND department, providing them with the resources and schemes of learning before the unit starts, to enable them to better prepare and support our EHCP (Education Health and Care Plans) and SEN (Special Education Needs) students. This personalized approach will hopefully allow all students to access these potentially challenging concepts in a way that will benefit them later in life.

12. Specific Issues Related to Sex Education

12.1 Engaging Parents/Carers and the Right to Withdraw from Sex Education

On entry to the school, parents are invited to read the Lifelong Learning policy, including our approach to Relationships and Sex Education. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for Lifelong learning.

We take every opportunity to inform and involve parents/carers in the following ways:

- By making our commitment clear in the school handbook/ Website
- By inviting parents/carers to discuss personal development when their child enters the school
- By inviting parents/carers to meetings/webinars to discuss RSE in the school.
- By producing a video explainer about our RSE curriculum and our approach to delivery. This is emailed to all parents and also displayed on a QR code at LRD to ensure broad engagement from parents.

As such, parents are specifically made aware of their right to request that their child be withdrawn from some or all of the sex education we deliver within statutory RSE, but not from those lessons which fall under the statutory science curriculum (refer to section 10.1).

The parental right to withdraw your child applies up until three terms before your child turns 16. After that point, if the young person wishes to receive sex education rather than be withdrawn, they have the statutory right to request to do so without their parents being notified or seeking their permission. At these times, the school will make arrangements to provide the child with sex education during one of those three terms.

Parents/carers do not have the right to withdraw their child from any lessons on Relationships or Health Education.

If a parent wishes to withdraw their child from Sex Education, we ask that they discuss it with the Deputy Headteacher Pastoral, Ms Joanna Mahoney, and then complete a 'Request for Withdrawal from Sex Education Lessons' form, (Appendix 1 of this policy), and send this to the Head of Personal Development. Alternative work will be given to students who are withdrawn from sex education.

12.2 Answering Students' Sex Education Questions

We encourage curiosity in young people as it is an important part of their learning and they ask questions related to sex education, both in and outside of lessons. In-class, we will utilize a range of strategies to answer students' questions, ranging from a "no stupid questions" policy in class to anonymous post-it notes as a plenary at the end of sessions. Additionally, our half-termly MS Teams surveys will help us gauge understanding anyway, so that we can address areas of miscomprehension, but we will also provide a free

“question space” in the anonymous Student Voice survey to allow students room to ask any follow-up questions they have. These concerns can then be addressed in class to the whole cohort, as there may be a wider need to consider. This also means that students who are withdrawn from a lesson may also ask a question in relation to sex education outside of the lesson time as well.

We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question, we would follow our safeguarding procedures. We need to be mindful that students who don't have their questions answered may look to other sources for information, such as the internet, which might provide inaccurate information.

13. Assessing Lifelong Learning and Monitoring the Programme

The Lifelong Learning Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Monitoring teaching within lessons through observations, team teaching, student work scrutiny and discussions with those involved
- Supporting staff to assess students' progress, in line with the school's assessment procedures. This will be done through whole-staff CPD, drop-in “LLL clinics” and observations/learning walks done during whole school monitoring week (to check the quality of delivery on the ground)
- Evaluation of the programme will be made by assessing the attitudes of the students, the development of their personal skills and the knowledge and understanding they have gained.
- This will be done through both “planner reviews” of their student planners and a half-termly MS Teams quiz/survey that will both gather student voice data and test understanding.
- There will also be a standing “Student Voice” item on the pro-forma slides that are available for staff to use in planning the tutor sessions: this includes my email address and example questions of what they might like to ask. Review forms part of the content and is an ongoing process. The views of students, staff and parents will be sought and considered as the programme develops and changes
- Recommending targets for whole school development
- As part of our staff training, discussed in the point below, we will also discuss LLL assessment techniques which will enable our staff

14. Training staff to deliver Lifelong Learning

It is important that staff delivering RSE work within the values framework of this policy feel confident, skilled and knowledgeable to deliver effective RSE. Continuing professional development will be provided through a range of options: individual study and development/in-house CPD/ external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practicing a variety of teaching methods
- Facilitating group discussions
- Involving students in their own learning
- Managing sensitive issues

At the beginning of each academic year we will hold a whole staff training on the overview, purpose and assessment of LLL to ensure consistency of message and delivery. Throughout the rest of the year, we will deliver bespoke training sessions on topics that could be particularly difficult to deliver and/or sensitive (for example, RSE and discussions around gender identity).

15. Disseminating and Monitoring the Lifelong Learning Policy

A copy of this policy will be available to all staff and governors in the school policy drive in the school cloud. A full copy will be published on the school website and made freely available to parents upon request and if appropriate a summary will be published in the school prospectus. Copies will also be supplied to other professionals whose work relates to Lifelong Learning or who may be involved in its delivery.

The guidance should be read in conjunction with:

- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(statutory guidance\) \(2019\)](#)
- [Keeping Children Safe in Education \(statutory guidance\) \(2019\)](#)
- [Respectful School Communities: Self Review and Signposting Tool \(a tool to support a whole school approach that promotes respect and discipline\) \(2018\)](#)
- [Behaviour and Discipline in Schools \(advice for schools, including advice for appropriate behaviour between students\) \(2016\)](#)
- [Equality Act 2010 and schools \(2010\)](#)
- [SEND code of practice: 0 to 25 years \(statutory guidance\) \(2015\)](#)
- [Alternative Provision \(statutory guidance\) \(2013 – updated 2016\)](#)
- [Mental Health and Behaviour in Schools \(advice for schools\) \(2018\)](#)
- [Preventing and Tackling Bullying \(advice for schools, including advice on cyberbullying\) \(2017\)](#)
- [Sexual violence and sexual harassment between children in schools \(advice for schools\) \(2018\)](#)
- [The Equality and Human Rights Commission Advice and Guidance \(provides advice on avoiding discrimination in a variety of educational contexts\)](#)
- [Promoting Fundamental British Values as part of SMSC in schools \(guidance for maintained schools on promoting basic important British values as part of students’ spiritual, moral, social and cultural \(SMSC\) \(2018\)](#)
- [National Citizen Service guidance for schools \(2017\)](#)

Appendix 1: Parent form for withdrawal from Sex Education within RSE

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

TO BE COMPLETED BY PARENTS

Parent signature	

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	<i><u>Include notes from discussions with parents and agreed actions taken.</u></i> <i><u>For example, will be taking part in all relationship's lessons and during the sex education lessons, he will be working independently on a project in the Year 7 classroom</u></i>

Appendix 2: LLL Curriculum


LLL Curriculum 2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Transition Transition to secondary school. Organisational skills, time management.	Diversity & relationships Diversity, prejudice, and bullying. Self-worth, romance and friendships (including online) and relationship boundaries. <i>Kingswood</i>	Health Healthy routines, eating & exercise, Hygiene, Smoking, Influences on health, Intro to mental health, Sleep.	Safety & crime Personal safety in and outside school, Including first aid, Staying safe online, Crime, law and the justice system. <i>Safer schools dropdown day.</i>	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations. Revision skills. <i>Take my child to work day.</i>	Puberty Puberty, unwanted contact, and FGM, Intro to sex & LGBT. <i>Puberty & Intro to sex dropdown day.</i>
Year 8	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks. Screen time.	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies.	Careers & GCSE options Equality of opportunity in careers and life choices, and different types and patterns of work. Revision skills. <i>Options process</i>	Addressing extremism and radicalisation Communitism, belonging and challenging extremism	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use. Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception. <i>Sex ed dropdown day, Residential trip.</i>
Year 9	British politics and identity British identity, diversity, multiculturalism, immigration, refugees, UK politics.	Employability & GCSE options Learning strengths, career options and goal setting as part of the GCSE options process. Employability and online presence. Revision skills.	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships Healthy relationships: Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography Communication in relationships: Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Relationships & sex ed Identity and relationships: Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception Respectful relationships: Families and parenting, healthy relationships, conflict resolution, and relationship changes Intimate relationships: Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use.	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change <i>Transition to upper school</i>	Work experience & employability skills Preparation for work experience and readiness for work. Employability skills. <i>Organise work experience placement.</i>	World politics & economics Geo-politics. Human rights. Consumerism & ethical consumerism. Economic understanding. Risk & enterprise.	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid. Reflection on work experience. <i>Work experience.</i>	Religions in society Religions, Communities, belonging and challenging extremism <i>11YG exams</i>	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use... <i>Pre-fect applications. Residential trip.</i>
Year 11	Stress management Self-efficacy, stress management, happiness. Intro to careers interviews. Organisational & revision skills. <i>SPPCC: privilege – exploring the different types of privilege that exist in our society and how this affects us</i>	Next steps Application processes, and skills for further education, employment and career progression. CV writing. Vocational careers. <i>Mock exams & college applications.</i>	The influence and impact of drugs, gangs, role models and the media + addiction	Financial decision making Saving, borrowing, budgeting and making financial choices. Gambling and the impact of advertising on financial choices.	Revision skills	N/A – GCSE exams

Appendix 3: example slide and the LLL “branding” badges that will be added throughout the school curriculum in order to encourage constant links to Personal Development

EXAMPLE: Consent

27/09/2022



LO: discuss and consolidate your understanding of consent, building on your SPPEC lesson this week

Recap questions

1. What is meant by the term “consent”?
2. What is non-consensual sex?
3. What is the age of consent in the UK?
4. What significance is the age of 13 in relation to consent?

Discussion question



Some people argue that focusing on consent has “gone too far” now and that people are too worried about being accused of rape to initiate sex.

What do you think? Does this seem realistic? Are they interpreting discussions around consent correctly?

Student voice

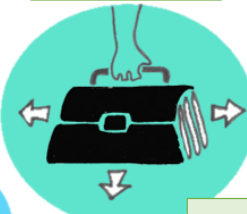
- Why were you taught this topic?
- How important do you think it was?
- What else do you want to know about it?

Any comments/questions: tell your tutor or email: mrcruffles@thearcheracademy.org.uk





Badges: please copy and paste the relevant badge into the top right corner of your presentation


Careers




Living in the wider world




Student voice




Relationships and Sexual Education




Student leadership




Healthy eating



Diversity and inclusion



LLL



27/09/2022



Appendix 4: example RSE letter to parents

Dear Parent/Guardian,

I am writing to inform you that Year 10 will be recapping and consolidating areas of their Year 9 Relationships and Sex Education (RSE) in their SPPEC lessons after half term. These lessons are important to prepare young people for the challenges and realities of puberty, relationships and sex as well as being a chance for them to air any concerns/queries they may have in a safe and supportive environment. We have planned these lessons with the students' age in mind and will be focusing on emerging issues highlighted by the press, the recent government review of RSE provision and feedback from our own student/parent surveys.

The sessions will focus on: healthy relationships, communication, consent, menstrual cycles and intimacy.

Both government and independent research confirm that comprehensive RSE provision is an important and healthy part of a child's schooling and development. However, if you would like your child to be removed to study alternative material please email me on mrcruffles@thearcheracademy.org.uk and I will send you form to fill in to facilitate your child's removal from some of the topics.

Yours sincerely,

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Appendix 5: RSE Government Guidance

Government guidance - Relationships and Sex Education - by the end of secondary school:

Families	<p>Pupils should know</p> <ul style="list-style-type: none"> 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. 	Online and media	<p>Pupils should know</p> <ul style="list-style-type: none"> 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. 	Intimate and sexual relationships, including sexual health	<p>Pupils should know</p> <ul style="list-style-type: none"> 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.
Respectful relationships, including friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> 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. 	Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> 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). 		