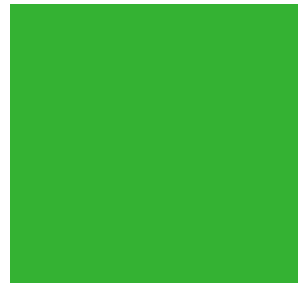




Oasis Academy Don Valley

RSE Policy: September 2024



RSE at Oasis Academy Don Valley

Aim of OADV Policy

The localised OADV RSE policy has been developed in line with the aims of the OCL RSE Policy 2021 (page 1). The aim of the localised RSE policy is to ensure that the RSE policy put in place within OADV meets the needs of our specific context, the pupils in which we serve and the DfE statutory guidance.

Definition of RSE

The definition of RSE is 'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching' (DfE 2000).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables pupils and young people to make responsible and informed decisions about their health and well-being.

RSE makes an important contribution to health and well-being by supporting pupils and young people's ability to learn, achieve and flourish.

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

Wider Agenda

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the Academy and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The DfE specified as part of its National Curriculum guidance that '*All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice*'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

Schools and Academies Nationally are required to deliver RSE in line with Statutory requirements as stated in the OCL RSE Policy (page 4-5).

SECTION 1-The Context of Our Sex and Relationships Education Policy

1.1) Our Shared Beliefs about RSE:

At OADV we believe:

RSE is lifelong learning about us as individuals, including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many contexts: at home, at the Academy and in the community. RSE is an entitlement for all young people and should reflect the 9 OCL habits we believe are key for all young people. Difference and diversity must be considered when delivering RSE and all RSE should be delivered at an age-appropriate level. Special educational needs or disability, gender, sexual health and age, nationality, religion, cultural and linguistic background, all affect access to RSE as stated in the OCL RSE Policy (page 6).

RSE is most effective when provided in the wider context of social and emotional development. In Academies, successful RSE is firmly rooted in personal, social and health education (PSHE).

RSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

1.2) Entitlements:

We, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

Pupils are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme.

Adults working with pupils are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for pupils
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their pupils
- Information on how and when RSE is taught
- Understand their rights and responsibilities in relation to RSE policy and curriculum • Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

1.3) Wider Agenda

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the Academy and of society, and
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"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

SECTION 2 -Our Sex and Relationships Education Policy

2.1) Delivery of RSE

Our Curriculum for RSE describes the elements which will be taught. The Curriculum is wholly consistent with the National Curriculum (2020), DfE and Ofsted guidance. It also reflects best practice described by the PSHCE association. Guidance. We consider RSE to be a continuous process of learning, which begins well before the pupils enter our Academy and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All staff working with pupils have a part to play in supporting the delivery of RSE. The objectives of the RSE Curriculum will be taught in:

Primary Phase:

- An RSE scheme of work including planned aspects of the science and RE curriculum and directly through PSHE/personal development lessons.
- Class discussions
- Day to day experiences and points arising from discussion.
- Enrichment activities, especially our assembly programme

Secondary Phase:

- Through Advisory character development sessions (Y10 and 11) and an RSE scheme of learning from Oasis Community Learning.
- Through dedicated PSHE (Y7-9) which includes explicit RSHE teaching alongside citizenship and CEIAG
- Other Curriculum areas, especially Science, English, PE and RE.
- Day to day experiences and points arising from discussions.
- Enrichment activities, especially our assembly programme.

The organisation and delivery of RSE will ensure that a range of teaching and learning styles are used to support pupil participation and include all pupils in the learning, including those with SEN.

Ofsted has identified that *'an emotionally safe and secure learning environment is a feature of outstanding PSHE'* (2013) and at OADV we strive to provide a stimulating and secure environment in which pupils can freely express their feelings and emotions without judgement or ridicule. *'Ground rules'* for PSHE are set with the pupils to support a comfortable and welcoming environment.

The OADV specific RSE program can be seen within **Appendix 1 and Appendix 2.**

2.2) Teaching methodologies

Ground Rules: RSE is taught in a safe, non-opinion based environment where adults and pupils are confident that they will be respected. All staff will use the agreed and pre-planned lessons and resources provided. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas: Appropriate use of language, the asking and answering of personal questions and strategies for checking or accessing information.

Answering Questions: We acknowledge that sensitive and potentially difficult issues will arise in RSE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated Academy aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught, planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age-appropriate way only to the child or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHCE lead/Assistant Principal – Personal Development /Principal. If the pupils ask questions deemed inappropriate for their age and stage, this may be referred to our Pastoral and Safeguarding team for further support.

2.3) Inclusion

We understand the importance of ensuring that all pupils in our at OADV receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexuality and age, nationality, religion, cultural and linguistic background when planning and delivering RSE as stated in the OCL RSE Policy (page 6). In relation to nationality, sexuality, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding, as required by law in the Equality act 2010. In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one lifestyle over another.
- We will not seek to gain consensus but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs as specified in the OCL RSE Policy (page 7)

2.4) Resources

Within the Primary Phase and Secondary Phase, we will use resources produced by OCL and adapted for our cultural context. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the pupils and our planned learning objectives. We carefully select resources which meet these objectives. We will select resources which:

- are consistent with the Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the pupils
- appeal to adults and pupils
- are up-to-date in factual content
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping • encourage active and participative learning
- conform to the legal requirements for RE.

2.5) Staff Training:

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RSE. All staff delivering RSE lessons will receive training to develop their understanding of the cultural and religious sensitivities of the Academy community. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSE will be offered opportunities to consult with advisors.

2.6) Monitoring, evaluating and reviewing our RSE policy

The policy and teaching programme will be reviewed biannually. Senior staff will take a key role in monitoring the progress of the policy. Feedback from staff and pupils will be monitored by the head of PSHE as will lesson delivery and content.

We are committed to working towards the effective delivery of RSE which meet statutory requirements, and our academy aims.

- We will reflect on our contribution to the provision of the Entitlements for RSE and seek to develop this.
- We will continue to work in partnership with parents/carers and members of our community to ensure the delivery of high quality RSE for our pupils.

The Policy will be formally reviewed every year. The next review will take place in July 2022.

SECTION 3 -The Content of Our Sex and Relationships Education Policy

3.1) Overview

RSE will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. The Academy environment reflects, values and celebrates the diversity of our community.

Across all key stages, pupils will be supported with developing the following skills:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions.

Skills and knowledge will be taught in an age-appropriate way. Teaching methods are a combination of sharing information and facilitating discussions and exploring issues and values. Lessons will be delivered by teaching staff within OADV and where appropriate external agencies such as the NHS.

3.2) Statutory Requirements and Content

The Department for Education has set out guidance on what pupils should learn by the end of primary and Secondary school, under a series of themes. Some themes will recur throughout Primary and Secondary others will be delivered in the most appropriate year. Parents have the right to withdraw their pupils from lessons on sexual intimacy, sexualized behaviour and sexual health, as detailed in Section 4.3. The statutory content can be viewed within the OCL RSE Policy (page 21-25)

The OADV specific RSE program can be seen within **Appendix 1**.

3.3) PSHE

“Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All Academies should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

The core concepts for Personal Development:

Core Concepts in SUBJECT					
Healthy Lifestyles	Keeping Safe	Mental and Emotional Health	Relationships and Sex Education	Living in the Wider World	9 Habits Character Education

SECTION 4 -The Working with parents on Our Sex and Relationships Education Policy

4.1) Policy development

This policy has been developed in consultation with staff, pupils and parents as required by the Department for Education. We are committed to on-going consultation with families and stakeholders throughout the evolution of OADVs relationships and sex education programme. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including national guidance.
2. Staff consultation – all school staff have been given the opportunity to look at the policy and make recommendations through a staff survey. A staff working group was put together which represented different contextual and religious viewpoints.
3. Parent/stakeholder consultation – parents and interested parties were invited to work with us on the development of the policy. This took the form of a parent letter, survey and invitation to discuss concerns with the academy
4. Pupil consultation – we have and will continue to investigate and monitor what exactly pupils want from their RSE through pupil questionnaires, focus groups and meetings
5. Ratification – once amendments were made, the policy was shared with the regional director and ratified

4.2) Continuing to work with parent/carers and Academy community

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- Informing parents and carers by curriculum newsletters of forthcoming RSE topics
- Inviting parents to learn more about resources and activities used in RSE
- Gathering parents’ views on the RSE Policy and taking these into account when it is being reviewed.
- Informing parents and carers about the RSE programme as their child joins OADV through the Academy brochure/prospectus/website where curriculum overviews can be seen
- Providing supportive information about parents’ role in RSE
- Sending parents texts when content on relationship and sex education are being delivered (**appendix 5**)
- Inviting parents to discuss their views and concerns about RSE on an informal basis.

Parents and carers will be given access to this Policy on request.

4.3) Parents' right to withdraw (mainly secondary phase)

Parents have the right to withdraw their children from the sex education components of RSE until three terms before a child's 16th Birthday. That means the lessons that cover physical aspects of sexual development and intimate relationships and sexual health (most relevant for the secondary phase). Pupil cannot be withdrawn from any other aspects of RSE education. Requests for withdrawal should follow the flow of communication **Appendix 3** and be put in writing and addressed to the Assistant Principal leading on RSE within secondary using the OCL withdrawal form **Appendix 4**. A copy of withdrawal requests will be placed in the pupil's file. Will discuss any such request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

Appendix 1 – OADV RSE Overview (Primary Phase)

		Summer Term 1					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		PSHE Community					
Lesson 1	Personal Development	L.O. To understand what equality is	LO. To understand what discrimination is.	To understand about equality and equity and the difference.	LO: to understand the importance of showing respect to others	L.O. To understand what equality is	LO. To understand what discrimination is.
		Assembly Humble 1					
Lesson, 2, 3, 4	RSE lead highlight which lessons need a parent text	3 lessons - 1 hour each Lesson 1: Who are the people in my life that love and care for me? Lesson 2: What are the similarities and differences between people? Lesson 3: What are the similarities between girls and boys?	3 lessons - 1 hour each Lesson 1: What is private? (Body parts) Lesson 2: What happens when the body grows young to old? Lesson 3: What is fair, unfair, kind and unkind?	3 lessons - 1 hour each Lesson 1: What is personal space? Lesson 2: What does a healthy relationship look like? Lesson 3: Why is being equal important in relationships?	3 lessons - 1 hour each Lesson 1: What is diversity? Lesson 2: Do boys and girls have different roles? Lesson 3: What changes happen to my body?	3 lessons - 1 hour Lesson 1: What are the different relationships in my life? Lesson 2: What is puberty? Lesson 3: What is unwanted touch? Additional lesson: Understanding FGM	3 lessons – 1 hour Lesson 1: What changes happen in my life? Lesson 2: What happens in a loving relationship (incl. Marriage) and what is forced marriage? Lesson 3: How is a baby made?
	9 habit Class Assemblies	Self-Controlled Assembly - 2					

This week is delivered in the first week of January before the 'Heritage and Culture' theme where the PSHE focus is keeping safe.

Safeguarding week						
	Y1	Y2	Y3	Y4	Y5	Y6
Clever Never Goes (40mins)	People we trust - Professionals	People we trust – why we trust others – safe/unsafe	Making good choices – questioning, knowing right from wrong	Who can support us when times are tough – speaking out	Influences – choosing wisely	Peer Pressure moving on, first impressions
Safe touch (40mins)	Pantasaurus	Some parts are not for sharing	What are different types of touch?	Your body is your own	Choice, Control, Consent.	Adults you come into contact with
E-Safety (40mins)	Recap of e-safety so far... Link to any contextual factors and current worries/concerns CEOP material (selectively)	Recap of e-safety so far... Link to any contextual factors and current worries/concerns CEOP material (selectively)	Recap of e-safety so far... Link to any contextual factors and current worries/concerns Safer schools App time	Recap of e-safety so far... Link to any contextual factors and current worries/concerns Safer schools App time	Recap of e-safety so far... Link to any contextual factors and current worries/concerns Safer schools App time	Recap of e-safety so far... Link to any contextual factors and current worries/concerns Safer schools App time
Contextual/ Localised Safeguarding Content (2 hours)	Personal Safety What's ok and not ok. (detail below)	Road Safety (detail below)	Safety In the Home (detail below)	Keeping Safe near Water (detail below)	Keeping Safe near Railways (detail below)	Keeping Safe in the community – peer pressure (detail below)
Recording	The suggested recording for this week is to create an assignment in Showbie and approach the week in a Journal/Floor Book style of recording to capture learning in the format of circle time and more collaborative and discussion-based activities.					

Appendix 2 – OADV RSE Overview (Secondary Phase)

OADV Personal Development Curriculum: Long Term Plan Year 7

In Year 7, the Personal Development curriculum is foundational and primarily focused on the knowledge and skills students will need to successfully transition between primary and secondary school. It also provides the basis for exploration of topics in more detail in later year groups. Students are initially introduced to the Oasis Ethos and Oasis 9 Habits to support with the understanding of the key ideals that are held across the Oasis trust. This is built upon to cover key transitional issues including making friends and recognising positive friendships, peer pressure and bullying as well as identifying positive and negative mental health and how to maintain positive mental health. Additionally, it examines physical health transitions and recaps RSE from KS2 as well as expanding to include other areas of importance such as dental hygiene. These are key areas of focus due to emerging PHE data. Other key themes that become more pressing in secondary particularly due to the Oasis Horizons project is to embed knowledge and understanding of staying safe online and beginning to understand how their rights and responsibilities will begin to change as they transition into adulthood.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Love and Relationships 1	Citizenship 1	Citizenship 2	Self-care 1 (E-safety)	Self-care 2 (Physical)	Self-care 3 (Mental health)
Enquiry questions	<ul style="list-style-type: none"> What does it mean to be a student at an Oasis Academy? How do we navigate making new friends in secondary school? How do we stay safe online? 	<ul style="list-style-type: none"> What are human rights? What are prejudice and discrimination? Why is it important to be responsible? 	<ul style="list-style-type: none"> What is a community? What is an active citizen? How do we become involved in community change? 	<ul style="list-style-type: none"> How do we stay safe online? What is Radicalisation? What is Prevent? 	<ul style="list-style-type: none"> How do we maintain good physical health? How do we keep clean? 	<ul style="list-style-type: none"> How do we maintain positive mental health? What is FGM?
Relevant core concepts	<ul style="list-style-type: none"> Consent 	<ul style="list-style-type: none"> In equalities in Society 	<ul style="list-style-type: none"> Community 	<ul style="list-style-type: none"> Seeking support 	<ul style="list-style-type: none"> Healthy lifestyle 	<ul style="list-style-type: none"> Positive mental health
Relevant end points	<ul style="list-style-type: none"> Students will have a sound knowledge of consent. Students will have a clear understanding of what makes a healthy and what makes an unhealthy relationship. 	<ul style="list-style-type: none"> Students will understand about equalities in society. 	<ul style="list-style-type: none"> Students will have a clear understanding of what it means to be part of a community. Students will understand about equalities in society. 	<ul style="list-style-type: none"> Students will understand how a person's mental health can have an impact on their day to day lives and where to seek support. 	<ul style="list-style-type: none"> Students will understand the importance of a healthy lifestyle, diet, exercise, and sleep and will understand how a person's mental health can have an impact on 	<ul style="list-style-type: none"> Students will understand how a person's mental health can have an impact on their day to day lives and where to seek support.

	<ul style="list-style-type: none"> Students will understand the challenges that different relationships face. 			<ul style="list-style-type: none"> Students will have an awareness of the different strategies required to deal with stressful situations. 	<p>their day to day lives and where to seek support.</p> <ul style="list-style-type: none"> Students will know how to use the NHS. 	<ul style="list-style-type: none"> Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day.
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OADV Personal Development Curriculum: Long Term Plan Year 8

In Year 8, the Personal Development curriculum builds upon the prior knowledge from Year 7 particularly regarding students understanding of inclusivity and equality. Students are introduced to elements of citizenship which build upon prior topics and examine extremism, radicalisation and exploring the criminal justice system. Love and relationships is reintroduced with a more mature focus of family and personal relationships. Students are introduced to key issues surrounding legal substances (caffeine, sugar, energy drinks, alcohol and legal highs) and the effect on mental health. In accordance with the Gatsby Benchmarks, students are introduced to the career's curriculum through 'employable me' which begins to examine the different skills that they have and need to develop in order to be successful in later academic years and especially in the workplace. Qualifications, such as T-levels are also covered to fulfil the requirements of the Baker clause.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Citizenship 3	Citizenship 4	Love and Relationships 2	Love and Relationships 3	CEIAG 1	Self-care 4 (Drugs)
Enquiry questions	<ul style="list-style-type: none"> How do we create a fairer society? Why are there inequalities in society? What are the laws in modern Britain? 	<ul style="list-style-type: none"> How does the criminal justice system work in the UK? What are the punishments for different crimes? What is cyber bullying? How do we stay safe online? Why might some people be involved in gangs? What are country lines and how can these affect us or others around us? 	<ul style="list-style-type: none"> What are the different family types? What is marriage? What is divorce? How can change affect us? What are modern families like? 	<ul style="list-style-type: none"> What does a healthy relationship look like? What can make a relationship unhealthy? How do we manage our emotions in a relationship? How do we manage a break up? 	<ul style="list-style-type: none"> How do we study/revise for assessments? How do we identify our skills and strengths? How do we set goals? 	<ul style="list-style-type: none"> What are drugs? What are the effects of drugs? What are the effects of energy drinks and caffeine? Why do people drink alcohol? What are the laws surrounding alcohol? How do drugs, alcohol and caffeine affect us?
Relevant core concepts	<ul style="list-style-type: none"> Inequalities in Society. 	<ul style="list-style-type: none"> Laws and sanctions in Britain 	<ul style="list-style-type: none"> Challenges within relationships 	<ul style="list-style-type: none"> Consent Healthy and unhealthy relationships 	<ul style="list-style-type: none"> Revision strategies Post 16 	<ul style="list-style-type: none"> The impact substances have on someone's mental health Seeking support for addiction
Relevant end points	<ul style="list-style-type: none"> Students will understand about equalities in society. 	<ul style="list-style-type: none"> Students will know about the laws in Britain and the 	<ul style="list-style-type: none"> Students will understand the challenges that 	<ul style="list-style-type: none"> Students will have a sound knowledge of consent. 	<ul style="list-style-type: none"> Students will have developed revision strategies that suit 	<ul style="list-style-type: none"> Students will understand how a person's mental

		<p>potential sanctions for disobeying these laws.</p> <ul style="list-style-type: none"> Students will understand the methods someone may use to coerce them into joining a gang or carrying out an illegal activity and how to spot the signs. 	<p>different relationships face and know the options available for contraception and unplanned pregnancy.</p> <ul style="list-style-type: none"> Students will understand how adverse childhood experiences can have an influence on people's lives and futures and where to seek support. 	<ul style="list-style-type: none"> Students will have a clear understanding of what makes a healthy and what makes an unhealthy relationship and where to seek support. Students will understand the challenges that different relationships face. Students will understand how adverse childhood experiences can have an influence on people's lives and futures and where to seek support. 	<p>their learning style and will be prepared for their post 16 education.</p>	<p>health can have an impact on their day to day lives and where to seek support.</p> <ul style="list-style-type: none"> Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day. Students will know how to use the NHS and seek support for addiction.
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OADV Personal Development Curriculum: Long Term Plan Year 9

In Year 9, the Personal Development curriculum focuses on CEIAG and employability as Year 9 is a key transition point into GCSEs and further education. This is a crucial opportunity to explore their options thoroughly at GCSE and Post-16 to enable students to make informed decisions during their GCSE options process. The curriculum continues to build upon the prior knowledge of Years 7 and 8 providing more depth in relation to physical health, for example, further detail on issues of alcohol but also introducing new aspects of physical health including STIs and body image. Students are reintroduced to citizenship focusing on the political system and how it works within the UK. In other areas, it examines themes in different circumstances, for example, mental health in relation to money management or mental health in relation to body issues. The curriculum introduces money management as a stand-alone unit which seeks to introduce the basics of looking after finances but complements the employable me unit as well as providing vital life skills required for adulthood. Year 9 ends with an RSE unit which provides opportunities to recap some of what has been learnt in year 8 and then explore issues in greater depth in preparation for KS4.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Self care 5 (Money management)	CEIAG 2	Self-care 6 (Physical)	Self – care 7 (Physical)	Citizenship 5	Love and Relationships 4
Enquiry questions	<ul style="list-style-type: none"> • What is debt? • How do we budget? • Should we borrow money? 	<ul style="list-style-type: none"> • How to plan your future in relation to GCSE options, post 16 qualifications and university? 	<ul style="list-style-type: none"> • How do we live a healthy lifestyle? 	<ul style="list-style-type: none"> • How to maintain our physical health? 	<ul style="list-style-type: none"> • What is the monarchy? • What is a democracy? • Political regimes • Voting in elections 	<ul style="list-style-type: none"> • When is the right time for sex? • Sexting and texting • Accessing support • Contraception • Coercive control
Relevant core concepts	<ul style="list-style-type: none"> • Budgeting • Debt and borrowing 	<ul style="list-style-type: none"> • Options post 16 	<ul style="list-style-type: none"> • Healthy lifestyle • Dealing with stressful situations 	<ul style="list-style-type: none"> • Mental health • Seeking support 	<ul style="list-style-type: none"> • Voting and elections • The government and the monarchy 	<ul style="list-style-type: none"> • Consent • Healthy and unhealthy relationships • Contraception
Relevant end points	<ul style="list-style-type: none"> • Students will be prepared for life after school and will have a clear understanding of how to open a bank account, pay bills and know how to access different services. • lives and where to seek support. • Students will have an awareness of the different strategies required 	<ul style="list-style-type: none"> • Students will know the options that they have post 16, they will understand how to look for and apply for jobs. • Students will know the different qualifications that they have available to them and an understanding of what it is like to choose different pathways, for 	<ul style="list-style-type: none"> • Students will understand the importance of a healthy lifestyle, diet, exercise, and sleep and will understand how a person’s mental health can have an impact on their day to day lives and where to seek support. • Students will have an awareness of the different 	<ul style="list-style-type: none"> • Students will understand how a person’s mental health can have an impact on their day to day lives and where to seek support. • Students will have an awareness of the different strategies required to deal with stressful situations. • Students will know how to use the NHS 	<ul style="list-style-type: none"> • Students will understand about voting and elections and will have developed a sound understanding of how this works. • Students will know about different types of government and the monarchy. 	<ul style="list-style-type: none"> • Students will have a sound knowledge of consent and they will know how to seek support and how to support others in gaining support. • Students will have a clear understanding of what makes a healthy and what makes an unhealthy relationship and will be able to recognise the signs

	to deal with stressful situations and how to manage their lives, day to day.	example, what does an apprenticeship look like or what is university life like?	strategies required to deal with stressful situations and how to manage their lives, day to day.	and seek support for addiction.		of unhealthy relationships, coercive control and know where to seek support. <ul style="list-style-type: none"> • Students will understand the options available for contraception.
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OADV Personal Development Curriculum: Long Term Plan Year 10

In Year 10, the Personal Development curriculum focuses on all four of the core concepts; mental health, love and relationships, employable me and citizenship. These are crucial elements within KS4 that will support with their movement into young adulthood. Mental health is a unit of focus moving into KS4 where the step up in curriculum and commitment to GCSEs can be a source of anxiety and stress. In ensuring that this is early in the academic year, it provides ample opportunity to continue to explore these themes through pastoral conversations, assemblies, and parents' evenings. Employable me units are also early in the academic year to encourage students to start researching their further and higher education and provide the motivation to see the importance of their GCSEs and to make connections to the next phase of their education.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Self-care 8 (Mental Health)	Love and Relationships 5	Love and Relationships 6	CEIAG 3	CEIAG 4	Citizenship 6
Enquiry questions	<ul style="list-style-type: none"> How do we look after our Mental Wellbeing? How do we deal with stressful situations? 	<ul style="list-style-type: none"> What is consent? What is coercive control? 	<ul style="list-style-type: none"> What is contraception? How do we deal with an unplanned pregnancy? 	<ul style="list-style-type: none"> What are our options post 16? What is it like to do an apprenticeship? What is it like at university? 	<ul style="list-style-type: none"> How do we find a job? Why is it important to impress at interview? How do we make ourselves stand out? 	<ul style="list-style-type: none"> What does it mean, to be part of a community? How do elections work? How does the government spend our taxes?
Relevant core concepts	<ul style="list-style-type: none"> Healthy lifestyle Mental health Dealing with stressful situations 	<ul style="list-style-type: none"> Consent Healthy and unhealthy relationships 	<ul style="list-style-type: none"> Healthy and unhealthy relationships Coercive control Contraception and unplanned pregnancy 	<ul style="list-style-type: none"> Qualifications Post 16 pathways 	<ul style="list-style-type: none"> CV writing Revision strategies Applying for jobs and interviews 	<ul style="list-style-type: none"> Community Voting and elections How taxes are spent. Types of government and the monarchy.
Relevant end points	<ul style="list-style-type: none"> Students will understand the importance of a healthy lifestyle, diet, exercise, and sleep and will understand how a 	<ul style="list-style-type: none"> Students will have a sound knowledge of consent and how to support others in gaining support. Students will have a clear understanding 	<ul style="list-style-type: none"> Students will have a clear understanding of what makes a healthy and what makes an unhealthy relationship and will be able to 	<ul style="list-style-type: none"> Students will know the different qualifications that they have available to them and an understanding of what it is like to 	<ul style="list-style-type: none"> Students will know the options that they have post 16, they will understand how to look for and apply for jobs, including 	<ul style="list-style-type: none"> Students will have a clear understanding of what it means to be part of a community. Students will understand about

	<p>person's mental health can have an impact on their day to day lives and where to seek support.</p> <ul style="list-style-type: none"> Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day. 	<p>of what makes a healthy and what makes an unhealthy relationship and will be able to recognise the signs of unhealthy relationships, coercive control and know where to seek support.</p>	<p>recognise the signs of unhealthy relationships, coercive control and know where to seek support.</p> <ul style="list-style-type: none"> Students will know the options available for contraception and unplanned pregnancy. 	<p>choose different pathways, for example, what does an apprenticeship look like or what is it like at university?</p>	<p>CV writing and how to conduct themselves in an interview.</p> <ul style="list-style-type: none"> Students will have developed revision strategies that suit their learning style and will be prepared for their post 16 education. 	<p>voting and elections and will have developed a sound understanding of how this works.</p> <ul style="list-style-type: none"> Students will know about taxes and how these are spent. Students will know about different types of government and the monarchy.
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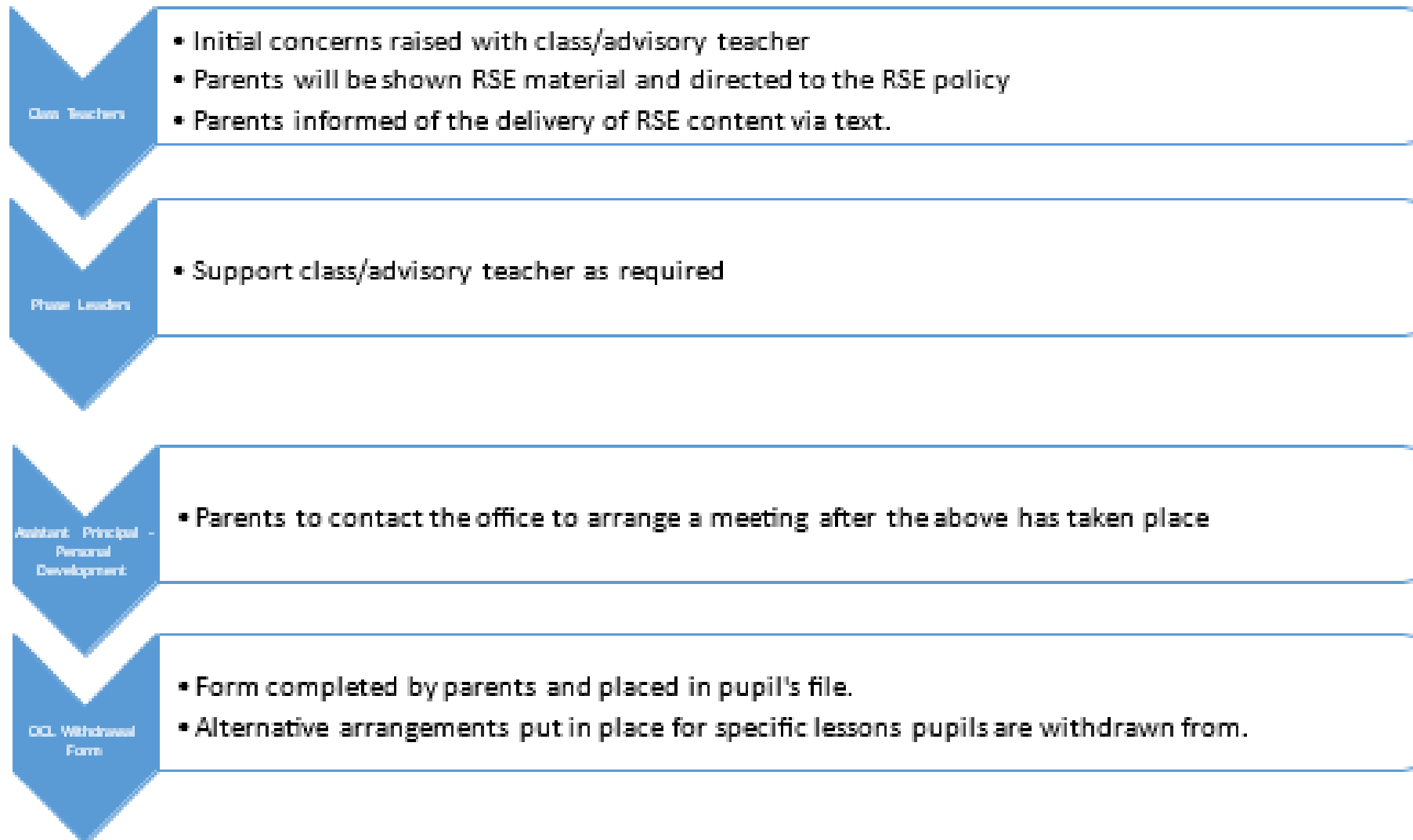
OADV Personal Development Curriculum: Long Term Plan Year 11

In Year 11, the Personal Development curriculum focuses preparing students for leaving school and moving into the next phase of education. The curriculum focuses on the core concepts of physical and mental health and love and relationships. In Year 11, students who are three terms from turning 16 can give consent to withdraw from sex education. As such, key statutory RSE themes have been reintroduced (e.g. consent) but have been reconsidered to include other elements previously studied e.g. alcohol and drugs. Newer concepts such as pornography, young parenthood and infertility have also been included as these typically become highlighted areas at the age of 15-16. Students have financial education recapped as well as basic life skills and knowledge to help students succeed. This is to ensure that if students leave school and enter apprenticeships or traineeships at the age of 16 (where they would not be receiving further Personal Development) they will have had this information.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Unit title	Love and Relationships 7	Love and Relationships 8	Self care 9	Self – care 10	Self-care 11/Love and Relationships 9
Enquiry questions	<ul style="list-style-type: none"> How do we know if someone has given consent? What does a healthy relationship look like? What is coercive control? 	<ul style="list-style-type: none"> How do we look after our sexual and reproductive health? How do we deal with unplanned pregnancy? How do we cope with adverse childhood experiences? 	<ul style="list-style-type: none"> How do we open bank accounts? How do we set up accounts for different services? How do we rent or buy homes? How do we access support? How do we use the NHS? 	<ul style="list-style-type: none"> How do we seek support for addiction? How do we seek support for domestic violence? How do we keep ourselves healthy? What is a healthy lifestyle? 	<ul style="list-style-type: none"> How do we cope with stress and change? How do we stay safe online?
Relevant core concepts	<ul style="list-style-type: none"> Consent Healthy and unhealthy relationships Coercive control and where to seek support The challenges relationships face 	<ul style="list-style-type: none"> Sexual and reproductive health Contraception and unplanned pregnancy ACEs 	<ul style="list-style-type: none"> Using the NHS Preparing for life after school 	<ul style="list-style-type: none"> Healthy lifestyle Mental health 	<ul style="list-style-type: none"> Dealing with stressful situations Staying safe online
Relevant end points	<ul style="list-style-type: none"> Students will have a sound knowledge of consent and they will know how to seek support and how to support others in gaining support. Students will have a clear understanding of what makes a healthy and 	<ul style="list-style-type: none"> Students will have a sound knowledge of sexual and reproductive health and they will know how to seek support and how to support others in gaining support. Students will know the options available for 	<ul style="list-style-type: none"> Students will know how to use the NHS Students will be prepared for life after school and will have a clear understanding of how to open a bank account, pay bills and 	<ul style="list-style-type: none"> Students will know how to seek support for addiction Students will understand the importance of a healthy lifestyle, diet, exercise, and sleep and will understand how a person's mental health can have an impact on 	<ul style="list-style-type: none"> Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day.

	<p>what makes an unhealthy relationship and will be able to recognise the signs of unhealthy relationships, coercive control and know where to seek support.</p> <ul style="list-style-type: none"> • Students will understand the challenges that different relationships face. 	<p>contraception and unplanned pregnancy.</p> <ul style="list-style-type: none"> • Students will understand how adverse childhood experiences can have an influence on people's lives and futures and where to seek support. 	<p>know how to access different services.</p>	<p>their day to day lives and where to seek support.</p> <ul style="list-style-type: none"> • Students will have an awareness of the different strategies required to deal with stressful situations and how to manage their lives, day to day. 	
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Appendix 3 RSE Flow Chart of Communication



Appendix 4 Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Year group	
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			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. e.g. Joe will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom

Appendix 5 Parent Communication: Texts Home

Texts will be sent home to parents a minimum of one week before the delivery of any content regarding relationship or sex education. Texts will be sent home for areas of the curriculum highlighted in yellow within the curriculum overviews (**appendix 1 and appendix 2**).

Texts will include what the topic of the lesson is, parents will be directed to the RSE policy on the website should they wish to view the specific content of the lesson. Parents are also welcomed to contact their child's class or advisory tutor should they require more information as per **appendix 3**.

The wording of the texts home will be as follows:

"On <date> as part of your Child's <personal development/character development> lesson they will be covering <topic>, the specific content of this lesson can be viewed on the Academy website as part of our RSE Policy. If you wish to discuss this further, please contact your child's <class OR advisory> teacher."

Appendix 6 Frequently asked questions

1. Can I withdraw my child from the relationship's aspects of RSE content?

- a. We have a statutory (legal) obligation to deliver all parts of the RSE statutory framework within our Academy. As per the DFE guidance parents cannot withdraw children from any lessons around Relationships, this includes different types of relationships and LGBTQ+. Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE. Three terms before a child turns 16 the right to withdraw is given to them. At this point, if the child themselves have the right to receive sex education rather than be withdrawn if they wish.

2. Does the new Relationships Education and RSE curriculum take account of my faith?

- a. The subjects are designed to help pupils from all backgrounds build positive and safe relationships, and to thrive in modern Britain as per the 2010 Equality act. When putting together this policy, the religious background of pupils has been considered, so that topics are appropriately handled. In developing these subjects, the DFE, have worked with a number of representative bodies and faith organisations, representing all the major faith groups in England.

3. Within my religion there are rules around contraception and abortion, how will you ensure that this is handled sensitively?

- a. Where contraception and abortion are taught this will be done in a factual way. The range of contraception available will be discussed, this will include the use of abstinence and natural contraceptive methods. Where abortion is taught, this is done in line with the laws of the UK, and discussions will focus on the law around abortion and will not be opinion based. For both topics it will be highlighted that within certain religions both contraception and abortion are not allowed.

4. Will my child be taught about LGBT relationships?

- a. DFE guidance states that *"Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference and educate pupils about healthy relationships Pupils should receive teaching on LGBT content during their school years. Teaching pupils about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. Primary schools should cover LGBT content when teaching about different types of families. Secondary schools should cover LGBT content in their RSE teaching. RSE should meet the needs of all pupils, – this should include age appropriate teaching about different types of relationships in the context of the law."*

At Oasis Academy Don Valley, we will have set phrases around the teaching of LGBTQ+ relationships in line with the equality act (2010) and which reflect the law within the UK. This will be focus on the idea that *"within modern Britain it is legal to.."* have LGBTQ+ relationships.