



# KING SOLOMON

---

## ACADEMY

---

### Relationships and Sex Education Policy

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
<b>2021-22</b>	Beth Humphreys	Siobhan Crompton	Roger Vintner	Jen Moses

## 1. RELATIONSHIPS AND SEX EDUCATION AT ARK SCHOOLS

---

We firmly believe that Relationships and Sex Education (RSE) delivered via the curriculum, the school environment and the school ethos is an essential part of a child's development. Not only does it provide information, it helps children develop their skills and form positive beliefs, values and attitudes.

It is our belief that effective RSE has a positive impact on self-esteem and enables our pupils to have a positive view of relationships, sexuality and sex and embeds a culture of both personal and mutual acceptance and respect.

Although it is important that the RSE programme recognises that there may be different cultural or faith-based views relating to this area of the curriculum, it is essential that what is taught reflects the diverse society in which we live, which includes LGBT+, and that all children have access to **age-appropriate** information free from stereotyping or discrimination.

## 2. AIMS

---

**At King Solomon Academy, the aims of our Relationships and Sex Education policy are to:**

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Educate older pupils on sexual harassment and abuse within and external to school

**The objectives of the Relationship and Sex Education (RSE) curriculum at our school are to:**

- To provide the knowledge and information to which all pupils are entitled;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To clarify/reinforce existing knowledge and correct misconceptions and myths;
- To develop and use communication skills and assertiveness skills to effectively manage the influences of their peers and the media;
- To help gain access to information and support;
- To develop skills for a healthier, safer lifestyle;
- To respect and care for their bodies;
- To help pupils understand their sexual feelings and behaviours, so they can lead fulfilling and enjoyable lives;
- To be prepared for puberty and adulthood (including parenthood).

## 3. STATUTORY REQUIREMENTS

---

As an all-through academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the secondary science curriculum.

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

Relationships Education at primary and Relationships and Sex Education at secondary has always been an important part of the education we provide to our pupils. The DfE carried out an extensive national consultation and these, along with Health Education, became a compulsory part of the curriculum for all schools from September 2020.

At King Solomon Academy we teach RSE as set out in this policy.

## 4. POLICY DEVELOPMENT

---

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

1. Review – a working group pulled together all relevant information including relevant national and local guidance;
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations;
3. Pupil consultation – we investigated what pupils of a range of ages want from their RSE;
4. Parents have been invited to review this policy on the website and at a coffee morning, providing feedback if they so wish;
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

## 5. DEFINITION

---

Relationships, sex and health education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.

King Solomon Academy sees RSE as a core component of our responsibility towards the well-being of our pupils. We aim to foster an open dialogue, grounding in the values outlined below.

As an all-through school in an area of high multiple deprivation we have a particular need to tackle issues such as emotional well-being, healthy relationships, sexual health and pregnancy, as well as sexuality and the biology of sex. We have a mixed religious and cultural heritage within the pupil body and therefore need to bear this in mind during delivery. Within the borough there is a reasonably high incidence of FGM and arranged marriage. This is something that we need to be aware of and seek expert advice on.

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

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

RSE is not about the promotion of sexual activity.

## 6. CURRICULUM IMPLEMENTATION

---

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

Like any other part of the curriculum, it is imperative that the whole curriculum is planned as an all-through experience for our pupils and is age and stage appropriate throughout. The curriculum builds each term and each year on prior knowledge and skills that pupils will have learnt either in the SRE curriculum specifically, or elsewhere in the school curriculum.

Our RSE curriculum forms part of our PSHE curriculum which is structured around three cycles: physical and mental health in term one; healthy relationships in term two and citizenship in term three. There are elements of SRE in all three cycles. We have specifically chosen not to have a 'day' of sex education due to concerns that pupils could miss it. Furthermore, this approach would not benefit from everything we know about cognitive science where we know pupils need to re-activate knowledge and skills in order to know more and remember more over time. SRE is therefore taught explicitly on PSHE drop-down days each term, where all lessons are devoted to an in-depth study, alongside an ongoing programme of assemblies, morning meetings, workshops and events throughout the cycle. Some elements are also taught as part of our science and RS curriculum.

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

We know that the more informed parents are about what their children are learning, the better. Parents are informed by email at the start of a new PSHE cycle with the objectives each year group will be covering.

Parents are then invited to direct any questions they have to their Year Lead or Head of Year or a Senior Leader. Parents who have questions about the content of any PSHE lesson, including SRE, are invited to come and see the lesson resources in a meeting so they can see exactly what is being taught. Many parents have reported this is really helpful to know the details of what their children are learning so they can also follow up effectively at home.

When we teach about puberty for the first time in Year 5 and about sex for the first time in Year 6, we run a full parent workshop taking parents through all the content of the session and the resources we share. Feedback on these sessions has been unanimously positive.

PSHE is also a regular topic at parent coffee morning so parents can learn more about what is being taught, how it is being taught and why.

As class teachers/form teachers deliver PSHE lessons they have a detailed knowledge of the needs of every pupil and therefore they will be able to differentiate appropriately. A range of teaching methods which involve children's full participation are used to teach Relationships and Sex Education. These include use of video, discussion, looking at case studies, drama and role play. Resources to teach Relationships and Sex Education include fiction, reference books, leaflets and extracts from videos.

We are able to use many high-quality resources provided through our membership of the PSHE Association. Pupils are only ever shown age-appropriate images and videos. Pupils are always warned in advance when a more graphic image is going to be shown so that they can respond appropriately.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so the pupils are fully informed and don't seek answers online or from their peers. We have also taken guidance from the latest Ofsted review which the government as to complete rapid review of sexual abuse in schools, after numerous anonymous testimonials of sexual harassment and abuse were posted on the [Everyone's Invited](#) website. A key finding was the schools RSE education was not equipping pupils with the information and advice they needed. Many pupils report that they turn to social media or their peers to educate each other. As a result of this we have adapted this year's RSE curriculum to ensure that pupils understand and know what Sexual violence and sexual harassment is and how to report it. We are committed to delivering a curriculum where pupils feel safe and secure with their fellow peers and staff members.

The curriculum is up on the school website and updated whenever necessary.

Staff ensure that the learning environment is always safe by setting clear and agreed ground rules with the pupils at the outset of every session. Staff should make it explicit that lessons will cover essential knowledge as well as the opportunity for reflection and discussion. It is important that teachers can present the course information with openness but that the opportunity for pupils to ask questions is there.

We are confident that we can deliver controversial topics in a professional and appropriate way, and we will always seek best practice guidance to do this. Sex and relationship education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant for example, the first time we learn about the details of puberty in Year 5.

Because RSE sessions are delivered by adults who know their pupils well, staff are able to properly follow up concerns raised by pupils. Staff should try to respond to pupils' questions providing that answers are framed in terms of the promotion of family values. The use of a question wall or question box will be frequently employed to ensure that pupils feel confident to seek clarification and information. If pupils have questions they want to ask that go beyond the expectations of that part of the curriculum (eg the answer to the question might not be age appropriate for other pupils in the room), then the member of staff would return to the topic after the session with that pupil, informing parents where appropriate so that parents can follow up too.

## 7. DELIVERY OF RSE

---

### Attitudes and values

- Recognition of the value of family life, consistently stable and loving relationships for the nurture of children
- Respect for self and others
- Exploration of moral dilemmas
- Development of critical thinking

### Personal and social skills

- Self-confidence, self-esteem and empathy for others
- Managing emotions and relationships confidently and sensitively
- Skills of choice to manage responsibility
- 

### Knowledge and understanding

- Emotions and relationships
- Physical development
- Sexuality, reproduction, sexual health
- Information on local and national contraception and sexual health services
- Reasons for delaying sexual activity
- The avoidance of unplanned pregnancy

### Primary Phase

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships including on Peer on Peer abuse
- Online relationships
- Being safe
- How to report something that makes them feel unsafe

For more information about our RSE curriculum, see Appendix 1.

### Secondary Phase

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

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Peer on Peer abuse
- Sexual Violence and Sexual Harrassment
- How to report something that makes them feel unsafe

For more information about our RSE curriculum, see Appendix 1.

King Solomon Academy provides a setting in which pupils can be offered appropriate teaching about Relationships and Sex Education. The purpose of RSE is to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships.

RSE is inclusive of all pupils to ensure that they:

- Receive their sex education in the wider context of relationships.
- Are prepared for the opportunities, responsibilities and experiences of life.
- Develop positive attitudes to sexuality.

### *Children with Additional needs*

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

### *Equal opportunities*

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantage and looked after status.

It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

## 8. ROLES AND RESPONSIBILITIES

---

### 7.1 The governing board

The governing board will hold the Principal to account for the implementation of this policy.

### 7.2 The Principal

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

### 7.3 Staff

Staff are responsible for:

- Planning and preparing resources and Intellectually Preparing for teaching
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with a member of the Senior Leadership Team.

The whole school RSE programme will be led by a member of the Senior Leadership Team in primary and in secondary. The curriculum is largely delivered by class teachers/form teachers or senior leaders and by science specialist teachers within the Science curriculum. On PSHE Drop Down Days, no specialist teaching takes place so pupils can learn about these important topics and develop their knowledge and skills with the adults who they know and who know them best.

Staff are regularly trained and briefed so that they are prepared to deliver this content. The safeguarding and inclusion teams are involved in planning and delivery to ensure that RSE especially meets the needs of the vulnerable and reflects any current issues of themes.

This document should be read alongside the Sex and Relationship Education Guidance (July 2000) which is statutory guidance for schools: <https://www.gov.uk/government/publications/sex-and-relationship-education>

### 7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, do so following KSA values, treating others with respect and sensitivity.

Staff are aware that teaching RSE can lead to related disclosures from pupils and know that they need to follow the academy safeguarding policy should this arise. Staff are also able to consult with the Designated Safeguarding Lead with regards to advice on delivering sensitive content to some student groups. A member of staff cannot promise confidentiality if concerns exist.

## 9. PARENTS' RIGHT TO WITHDRAW

---

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the Associate Principal who is also the Designated Safeguarding Lead. A member of the senior team will discuss the request with parents and take appropriate action. A copy of withdrawal requests will be placed in the pupil's educational record.

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

## 10. TRAINING

---

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

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

When appropriate, visitors such as the school nurse may be involved in the delivery of RSE education, particularly in Key Stage 2 and above. We also make use of national charities and local networks to further enhance the quality of our provision.

## 11. MONITORING ARRANGEMENTS

---

The delivery of RSE is monitored by Year Leads/Heads of Year and Senior Leaders.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006) of Equality Act (2010),
- Supplementary Guidance RSE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2021)
- Children and Social Work Act (2017)

RSE is monitored and evaluated regularly. As a result of this process changes will be made to the Relationships and Sex Education programmes as appropriate. Furthermore, staff will be asked to complete surveys to ascertain their views on the RSE provision annually to help inform future planning.

The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, sampling teachers planning, questionnaires to teachers and pupils and feedback from parents.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

This policy will be reviewed by the Designated Safeguarding Lead annually. At every review, the policy will be approved by the Principal.

## APPENDIX 1: CURRICULUM MAP

---

**29.09.21 THIS SECTION IS UNDER REVIEW**

### GUIDANCE

#### **Developing the curriculum**

From September 2020 the DfE requires schools to consult with parents when developing or reviewing their RSE policies. The aim of this is to inform decision making about when or how content is covered.

Consultation is an important process in helping schools to decide on how to proceed. However, this does not give parents a right of veto on any aspect of the RSE curriculum – the decision on what will delivered rests with the school.

The RSE policy and a school's curriculum policy must be published on the school website.

#### **Withdrawing children from RSE**

Many parents will be concerned about information that is provided to their children on relationships and sex, so it is therefore essential that parents are provided with as much information as possible and that they be given an opportunity to ask questions in a forum in which they feel comfortable.

All schools have a statutory duty to provide a level of RSE and the parents' rights are adjusted accordingly.

#### **Primary aged children**

The statutory duty is to provide relationships education.

The DfE is clear that this includes all different types of families and that reference to marriage must include same sex marriage.

There is no parental right to withdraw children from this aspect of the curriculum.

There is no statutory duty at primary age to provide sex education although we expect all our schools to provide age appropriate sex education lessons.

You must inform parents of the information you intend to cover and their right to withdraw their child from this aspect of the lessons only. All children must take part in the relationships aspects.

The national curriculum is clear that the science curriculum should cover reproduction and puberty. If you choose to move beyond the national curriculum for science then you must inform parents of what you intend to cover in those lessons and that they have the option to withdraw their child only for the parts of the lesson that go beyond the national curriculum.

There is no parental right to withdraw children from science lessons that meet the requirements of the national curriculum.

#### **Secondary aged children**

There is a statutory duty to provide relationships, health and sex education. This will build on the topics that were covered at primary level.

There is no parental right to withdraw their child from the relationships or health aspects of the RSE curriculum but they may ask to withdraw them from the sex education aspect. In most circumstances the request to withdraw them from sex education should be met – see below, 'exceptional circumstances'.

Up and until three terms before a child's 16th birthday the right to withdraw is with the parent but then it is the child's decision on whether to take part in sex education lessons. If the child chooses to receive sex education, the school must provide those lessons during one of those three terms.

There is no parental right to withdraw children from science lessons that meet the requirements of the national curriculum.

### **SEND pupils**

Schools should be aware of any adjustments that may be required to allow SEND pupils to access the RSE curriculum so it appropriately meets their needs.

A parents' right to withdraw their child, or for those children approaching 16, is the same for pupils with SEND. However there may be exceptional circumstances where a Principal may wish to take a student's specific needs arising from their SEND into account when making a decision.

The school's RSE policy should make specific reference to the needs of SEND pupils.

### **What to do when parents request to withdraw their child from sex education**

Principals should discuss with the parent the benefits of their child receiving sex education and the detrimental effects that withdrawing their child from these lessons could have. This could include the social and emotional effects of being excluded, as well as hearing their friends' version of what was said in the classes, rather than what was directly said by the teacher. The more information that can be provided to parents the better as this may mean the child is only withdrawn from certain lessons that cover the sex education aspect of the curriculum rather than all sex education lessons.

Following this discussion, at primary age, the Principal should automatically meet the parents' request to withdraw and, in all but exceptional circumstances, this should be the same for secondary aged children. The DfE has not yet provided guidance on what is meant by 'exceptional circumstances' but if a Principal believes that the situation relating to an individual student means that they should attend these lessons they should discuss this with their Regional Director and legal advice will be sought if necessary.

Parents who withdraw their child from lessons should be offered the teaching materials that will be used or guided to other sources of information as they may wish to talk to their child themselves.

A written record of any children who have been withdrawn should be retained as part of their educational record and all relevant teachers should be informed. During the time that others are in these lessons any children who have been withdrawn must be provided with purposeful work to do.

To be clear, parents may only request that their child not attend sex education lessons that are part of the RSE curriculum. All other aspects of the RSE curriculum are compulsory as is the science curriculum.

### **Parental Voice**

We actively seek out the views of all stakeholders on our curriculum at regular points throughout the year. It is always a pleasure to hear positive experiences of any aspect of our curriculum.

Although for the vast majority of parents the provision of relationships and sex education is not a concern, it can be an emotive subject for some. Any parent wishing to raise a concern or complaint should do so as laid out in the Complaints Policy: the policy encourages the informal resolution of concerns but does allow for the involvement of the Regional Director and a review by governors.

We will fully support all staff to carry out their roles and fulfil their duties under the statutory guidance on RSE and will, if necessary, issue letters to parents regarding their conduct. This will be followed up with legal action if necessary. Any member of staff requiring support should discuss the matter with their Principal/Regional Director and, if needed, the Head of Governance.

**Useful Links:**

- [Statutory RSE guidance](#)
- [DfE Relationships Education, Parent FAQs](#)

## Pupil consultation responses

We brought together groups of 6-10 pupils in each year group to talk to them about the PSHE curriculum and specifically the Relationships part in primary and the Sex and Relationships part in secondary.

### **Y5 Focus group:**

***Do you think it's a good idea to learn PSHE in school? Why/why not?***

***What should we do more learning about?***

***Where do you feel safe and where do you not feel safe?***

- It's really good to learn more about the real world and the dangers of things out there because we don't learn them in any of the other normal lessons
- We should do more about online stuff like tik tok because it can be dangerous
- Sometimes people have online things even before it is their age but their parents don't know like having an Instagram account
- Everyone is talking about online games all the time but their parents don't know anything about them
- People can be really mean in chat online even if they're your friends
- The lessons could be more interactive like when we do physical health and mental health we should do experiments or keeping a diary or something
- It's important to learn about relationships at all ages like how to be a good friend when you are your age and what actually makes a good friend like being trustworthy and not telling other people's secrets
- Even in Y2, a boy gave a girl a ring and everyone said they were married but we had to learn about it
- People are starting to talk a lot about 'people liking each other' or 'having a thing for each other' or 'someone has a crush' but it would be too awkward to talk to teachers or our parents about those things - we find a lot of stuff out on the internet
- We have to learn about facts in school like it's good for us to learn about bodies and changes from a teenager and things
- Learning about different types of family – sometimes that can be hard, it's better to learn about your own type of family
- Bullying and what to do if someone is getting bullied – we do a lot of learning about this and it's bad to be a bystander as well
- Knowing the difference between falling out with your friends and bullying
- Making sure everyone knows about different types of bullying where it is not that obvious for example being really horrible to someone who is supposed to be your friend but they make you feel really bad about yourself
- Learning about secrecy and not keeping bad secrets
- Safety: don't feel safe going out after dark, in busy places, cigarettes, crimes on Church Street, knives and stabbings, sometimes in the park
- Feel safe at home, near my family, calm places with nice people, feel very safe at school, nothing bad could happen here.
- In Year 6 we might be allowed to go to school and go home by ourselves so we need to learn a lot more about being safe now and crossing the road safely

### **Y6 Focus group:**

***Do you think it's a good idea to learn PSHE in school? Why/why not?***

***What should we do more learning about?***

***Where do you feel safe and where do you not feel safe?***

- I feel like we got closer to each other as class when we were talking about relationships in PSHE. For example, when we learnt about loss, I felt like I got to know more about my table partner's family and now we can be closer friends
- It's good to learn the things we don't always get to know about
- Learning about puberty in Y5 felt too young for me because it was kind of scary
- I think we ought to know what's going to happen to us
- It's good to know about things before they happen
- It's awkward learning about parts of the body
- But it also just scientific and things we will learn in bodies as well
- It's good to have space to talk about our emotions at school in a safe place and it's good to know no one will judge
- It's better not to let things just get stuck in your own head because then you realise that actually lots of people are worrying about that thing
- We should learn more about emotions all the time to make sure people aren't bottling things up
- It's good we have p2b
- Learn more about staying safe from dangers like online dangers and scams
- We should do more about staying safe outside of school when there isn't a teacher there to tell you what to do
- Friendships, families, marriage – we should learn the things we missed in Y4 or Y5
- We should learn about when there is two men or two women and why they do that
- How to be a good friend and not spread rumours – sometimes a friend can get too much and it's hard to explain that things change – it's embarrassing to say you don't want to be friends with someone anymore
- Telling people your crushes or who you maybe like and then when they spread it around, that happens all the time
- Do lessons when you are stepping into someone's shoes and use scenarios so you really have to think about how it feels for that person
- Feel safe at home, playing with family, definitely feel safe at school – if you are ever worried about anything, the teachers are always open to you and will help with literally any problem
- Don't feel safe on the streets alone, would be worried that something might happen to you, don't like fire alarm
- Don't feel very safe online, depends on the game you're playing, if someone private chats you that could be scary, they might be trying to pretend to be your friend but actually be a really dangerous predator or hacker
- We should definitely do more lessons about being safe online
- I don't want to do more lessons about it so much because it's really creepy
- We learnt a lot about online safety in Y5