



KING SOLOMON

ACADEMY

Relationships and Sex Education Policy

| Academic year | Designated Senior person | Deputy Designated Senior person | Nominated Governor | Chair of Governors |
|----------------|--------------------------|---------------------------------|--------------------|--------------------|
| 2022-23 | 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.
6. Annual and Bi-annual reviewed – the policy is reviewed annually by school leaders and every two years following the steps from #1 above.

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
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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 Child-on-Child 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
- Child-on-Child 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 (2022)
- 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.