



King Fahad
Academy

KING FAHAD ACADEMY

RELATIONSHIPS

AND SEX EDUCATION

POLICY

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Reviewed by: Leader of the Pupil health and Wellbeing Team

Approved by: The Board of Trustees

Relationships and Sex Education Policy

Authorised by:

The Academy's Board of Trustees

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1. Overview

Relationships and Sex Education (RSE) forms an important component of personal, social, health and economic (PSHE) education and citizenship. This policy was developed in response to Sex and Relationship Education Guidance. The King Fahad Academy aims to bring together the best of Islamic teaching with the best of British education; thus, the programme of study was designed to bring about a combination of academic achievement and development within the ethos and values of the Islamic faith. The Academy provides a secure Islamic atmosphere through the knowledge and implementation of the Qur'an and Sunnah. RSE is an important part of this and is taught in line with the Academy Islamic ethos. This policy has been made available to view via the schools' website. Hard copies will also be available at the Academy' offices. All school personnel, parents and carers will be made aware of this policy. We believe that RSE is important for our pupils, so that positive relationships with their family and friends will be achieved according to the values and principles of our true Islamic religion.

2. Definition of Relationships and Sex Education (RSE)

RSE relates to the emotional, social and cultural development of pupils; in this context it includes learning about relationships as well as healthy lifestyles, diversity, sexual health, sexuality and personal identity. RSE serves to enhance the spiritual, moral, cultural, mental and physical development of pupils and prepares them for a fulfilled life as adults. In its best sense, RSE enables pupils to reinforce their Islamic values.

3. Statutory requirements

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. This is to ensure all young people can be happy, healthy and safe and thus make a positive contribution to society. At the Academy we are committed to teach age-appropriate relationships education alongside the required elements of sex education, having regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

4. Aims

The aim of RSE in the Academy is for our pupils to acquire broad emotional, moral and ethical elements of healthy relationships based on Islamic values with balanced information about human reproduction. The overarching aims of relationships and sex education (RSE) at the Academy are to enable pupils to:

- recognise and accept differences and diversity and respect the opinions of others.
- develop feelings of self-esteem and confidence.
- combat ignorance, increase knowledge and understanding of positive and safe relationships of all kinds with family and friends.
- prepare for the challenges, opportunities and responsibilities of life and develop educational skills for successful parents and carers in the future
- develop relationship skills that prepare them for the challenges of the teenage years, such as puberty, sexual growth, health and hygiene.
- understand their own bodies by teaching them the appropriate terminology for self-awareness about themselves and their bodies.
- reduce the risks to health and wellbeing associated with adolescence.
- reduce guilt and anxiety
- promote the ability to make informed decisions about personal values
- understand the implications of sexually transmitted diseases after marriage
- facilitate communication on sexual matters

5. Roles and responsibilities

The RSE policy has been approved by the Board of Trustees, one representative of the Board of Trustees has been part of a working group that develops and reviews the RSE policy. The Heads of School for Upper and Primary are then responsible for its implementation and ensuring that RSE is taught consistently across the school and for handling requests to withdraw pupils from non-statutory components of RSE. The RSE programme will be led and supervised by the Leader of Pupil Health and Wellbeing Team and taught by class teachers across the primary school, and by the specifically trained staff in the Upper school. Teaching staff will be trained and prepared to deliver the RSE curriculum accurately and sensitively. Staff who have concerns about teaching RSE are encouraged to discuss this with the Heads of School and/or with the Leader of Pupil Health and Wellbeing Team.

6. Safeguarding and confidentiality

We aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them. The Academy's aims are to support its pupils, but no individual member of staff will offer absolute confidentiality. It may be necessary that if a child protection issue arises then certain confidences must be passed on. The procedure for this is outlined in the [Child Protection and Safeguarding Policy](#).

Teachers will use their discretion, professional skills and common sense to safely and appropriately respond to any question / issue raised by a pupil and refer it to the suitable person (e.g., parent) or put it on hold (e.g. until after class or a later stage in RSE) and/or Designated Safeguarding Lead or their deputy if they have any concerns.

- Any external agency, health professional and visiting speaker who are delivering aspects of the RSE programme will have a clear guidance on the potential limitations of their input and their work will be in line with the aims, objectives, values the school's RSE promotes and agreed teaching methodologies.

- Teachers should be aware that effective RSE may lead to disclosures about child protection issues and when such issues arise they will follow the school's Child Protection and Safeguarding Policy.
- Teaching staff should also be aware that pupils with SEND are likely to be more vulnerable and less able to protect themselves from exploitation and harmful influences.

7. Curriculum

- Our PSHE curriculum is based on the Ealing scheme of work for KS1 and KS2, and PSHE Association Programme of Study for KS3, KS4 and KS5, which takes into account local health and social data and the full range of pupils' needs, interests and aspirations. These two programmes ensure effective continuity and progression in pupils' learning across all key stages. The programmes are comprehensive, coherent and the statutory requirements of RSE are fully met after being adjusted in accordance with our Islamic principles, values and beliefs.
- Pupils with special needs will have teaching and resources appropriate to their needs, ensuring that they have full access to the content of relationships and sex education.

8. Delivery of RSE curriculum

- RSE within the PSHE curriculum is facilitated through a weekly lesson throughout the Academy from Year 1 to Year 13. RSE includes a range of sensitive topics, and we as an Islamic school need to deliver it through our faith values and in line with the statutory guidance. As stated in the RSE guidance, religious background can be taken into consideration. Thus, teachers should ensure that resources and teaching methods do not conflict with the law or Islamic principles (value and culture).
- Teachers will receive RSE training on delivering RSE in a sensitive way and responding to individual pupils' needs.
- The Wellbeing Team, including, the Leader of the Pupil Health and Wellbeing Team, the Academy Health Advisor, the Academy Nurse and the Academy School Counsellor will be involved in the development and implementation of the RSE curriculum and will support the teaching staff where necessary.

- Teachers will consider the value of discussion on a one-to-one basis or in small groups based on what is appropriate in a whole class setting without discussing any personal matters of the pupils.
- As with any other part of the curriculum, pupils with SEND will be given extra support as required to understand RSE issues.
- Teaching staff will identify learning needs of pupils with SEND in RSE as with any other subject.
- Teaching methods and resources used to deliver RSE take into account the developmental differences of pupils and cultural sensitivity taking care to ensure that there is no stigmatisation of children based on their home circumstances. Age and cultural backgrounds of the pupils are also regarded in relation to teaching about different kinds of relationships and parenthood within the context of the law. This includes teaching of LGBT relationships and different types of families, including those with same-sex parents.
- RSE will be taught in single-sex groups e.g. puberty in year 5 and 6 and other topics that is deemed more appropriate to be covered in single-sex class group. From year 7, RSE is always taught in single-sex classes.

9. Equal opportunities and inclusion

Inclusion is a strong feature of our school. The RSE programme responds to the needs of individual pupils and takes the cultures, faiths and family backgrounds of all pupils into consideration. Pupils with special educational needs and pupils with English as an additional language (EAL) or Arabic as an additional language (AAL) are given extra RSE support.

10. Partnership with parents / engaging stakeholders

The Academy recognises that parents are the key people in teaching their children about relationships, and growing up and sex, but some may find it difficult to talk to their children about these matters. Therefore, the teaching offered will aim to be complementary and supportive to the role of parents when educating their children in matters related to RSE. Parents are provided with every opportunity to find out about the

RSE programme and to discuss any concerns that they may have. After that, the RSE curriculum will be uploaded on the school's website.

As part of our whole Academy approach to RSE, we will work closely with parents to ensure that they are fully aware of what is being taught, when it is being delivered and by whom through Parent Information Sessions, which will also be an opportunity for parents to view the materials and resources that will be used. Accordingly, the Academy welcomes parents/guardians to meet the Leader of Pupil Health and Wellbeing Team and the pastoral deputies to discuss the programme and to view the teaching content.

11. Parents' right to withdraw

Parents will continue to have a right to request to withdraw their child from some of sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16.

There is no right to withdraw from Relationships Education at Primary or Secondary school as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. Schools are also required to teach National Curriculum science, which includes some elements of sex education. Parents do not have a right to withdraw from this.

Parents not wishing their child to attend the sex education programme should write to the Upper School's Headteacher. Any child withdrawn from a lesson must stay in school and will be assigned to another class until that specific lesson is over.

12. Training

Teachers need to ensure that they are aware of issues that may arise out of teaching RSE, such as child protection/safeguarding protocols. To support teachers and make available appropriate resources, they will be signposted to RSE training offered by different

organisations, for example, the PSHE Association Programme and Ealing Health Improvement Team. Teaching staff will:

- be able to plan, effectively deliver and assess RSE
- be confident in answering parents' questions and dealing with sensitive issues
- refer pupils to other services, for example school counselling or support offered by other agencies if this is necessary.

13. Monitoring arrangements

Resources are carefully selected with an awareness of the need of our pupils to avoid bias and prejudice, and in line with the law, Islamic perspectives and KFA values. All pupils have equal access to the RSE programme, taking into account individual needs, maturity, age, ability and personal circumstances. All pupils in the Upper School have a PSHE/RSE exercise book/folder which contains records of learning achievements. In the Primary, each class teachers have a scrapbook includes examples of pupil's work.

The RSE provision, content and students' learning will be monitored through lesson observations, surveys, student interviews and work scrutiny. The RSE syllabus is reviewed on an annual basis. This considers feedback from pupils, teachers and parents. All comments are passed to the Leader of Pupil Health and Wellbeing as part of the monitoring cycle. Evaluations and recommendations will be taken into consideration and the policy may be amended if necessary. The leader of the Wellbeing Team meets regularly with various agencies updating and adjusting the programme where appropriate.

14. Related policies

This Policy should be read in conjunction with the following policies:

- Confidentiality Policy
- Child Protection and Safeguarding Policy