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# 1. Our Ethos and Values

## Our Mission

- To provide a rigorous and transformational education that prepares our pupils for success at sixth form college, university and beyond.
- To develop in each of our students the academic skills, intellectual habits, qualities of character and leadership traits necessary to succeed at all levels and become a successful citizen in tomorrow's world.

**Independent Learners** who understand their strengths, abilities and interests and are capable of utilising and applying critical and creative thinking to reason through and solve complex problems.

**Intellectual Habits** such as fierce concentration, thoroughness, accuracy reflection, strategic thinking and intellectual volition in all that they undertake.

**Strong Characters** who develop clear established principles that, acted upon consistently, produce virtuous behaviours, compassionate acts and honest answers and decisions in facing up to life's challenges.

**Successful Citizens** who through communication and other relevant academic and social activities make a positive impact on the academy and, eventually, their community and the wider world.

## Our Beliefs

Our beliefs centre around identifying, nurturing and developing potential and hidden talent in every single one of our students. At the Great Schools Trust we believe every child can succeed and that great teaching is the key to that success. This sentiment is reflected in our motto, 'Credimus', which translated from Latin literally means we believe.

At the Great Schools Trust the following beliefs are fundamental to our philosophy:

**We believe** that all students have the ability to reach their potential and it is the job of all who work at the academy to ensure this happens. We want our students, parents and supporters to share in this belief with us.

**We believe** that our curriculum should be based firmly on traditional values, with a focus on outstanding learning. Our students have access to a wide variety of enrichment activities and extended school day to ensure that none fall behind.

**We believe** in appointing only the very best teachers and staff who are committed to serving the students and parents of this community.

**We believe** in having the highest expectations of ourselves and our students as well as accepting no excuses for underperformance.

**We believe** that our school exists to shape the life chances of all our students in order that they can attend the best Universities or places of employment in the years to come.

**We believe** in fully supporting our students throughout their education. Our House system ensures that all children feel welcome and included as equal partners in the daily life of the academy.

**We believe** that the best way to prepare individuals for the future is through 'Leadership'. By adopting this specialism, we will provide opportunities at all levels for both staff and students to develop the character and moral virtues required to contribute positively in the wider community.

## Our Values

"Values-led education is about having high expectations of our students and helping them to develop high expectations of themselves."

At the Great Schools Trust we place great emphasis on the building of strong character traits in all of our students. We firmly believe that strength of character is the fundamental cornerstone of academic success. We have used the word 'ASPIRE' as an acronym to encapsulate our values. Each of the letters stand for one or more 'character' qualities that we wish to see our students develop whilst at our academies.



## 2. Overview of Statutory Requirements

In March 2017, the Government laid an amendment via the [Children and Social Work Act \(2017\)](#) to introduce compulsory relationships education in all primary schools and compulsory relationships and sex education (RSE) in all secondary schools from September 2020. These legislative commitments will help ensure all children and young people, regardless of the school they attend, are provided with age appropriate knowledge and information to build healthy and safe relationships into adulthood.

The Children and Social Work Act 2017 requires the Secretary of State to make Relationships Education mandatory in all primary schools, and RSE mandatory in all secondary schools through regulations. The Act also provides for a power to make PSHE (personal, social, health and economic), or elements therein, mandatory in all schools subject to careful consideration.

The Department for Education published the [statutory guidance for Health Education, Relationships Education and RSE](#) in June 2019.

These statutory changes will ensure support for safe, effective PSHE practice across all schools and ensure consistency and high standards.

## 3. Legislation (Statutory Regulations and Guidance)

Schools are required to teach relationships and sex education (RSE) under the following regulations and guidance documents:

- *Education Act (1996)*
- *Learning and Skills Act (2000)*
- *Education and Inspections Act (2006)*
- *Equality Act (2010),*
- *Supplementary Guidance SRE for the 21st century (2014)*
- *Keeping children safe in education – Statutory safeguarding guidance (2021)*
- *Children and Social Work Act (2017)*
- *Statutory guidance for Health Education, Relationships Education and RSE (2019) including latest updated version, September 2021.*
- *The new Ofsted framework (2019)*

Teaching about relationships and sex is already embedded at King's Leadership Academy Hawthornes; RSE is normally covered through PSHE education, an established curriculum subject taught at King's through Leadership lessons and our ASPIRE provision.

From September 2020, all secondary schools will be required to have health education and relationships and sex education (RSE) in place and a relationships and sex education policy.

At secondary key stages 3 & 4, Relationships and Sex Education covers broad areas of particular relevance and concern to children and young people today. Every pupil should be guaranteed a PSHE education that covers mental health and wellbeing; physical health (including healthy

lifestyles and first aid); learning about safe, healthy relationships and sex (including understanding consent, negotiating life online, intimate relationships). Additionally, the Statutory Guidelines include elements of Health Education also.

### **3.1 Current curriculum requirements**

[The Department for Education \(2015\)](#) wants all schools to provide high quality PSHE. It recognises that age appropriate RSE teaching is key in keeping children and young people safe and healthy and can provide them with the information they need to stay safe and build resilience against the risks of exploitation.

### **3.2 Delivering a broad and balanced curriculum**

Every state funded school including special schools maintained, free and academies- must offer a curriculum that: 'Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life' (*National Curriculum framework*). Through our values-based education at King's we feel we deliver this in a number of ways.

### **3.3 National curriculum science**

All maintained secondary schools must teach sex education that falls within the National Curriculum Science to all pupils.

Key Stage 3 covers: male and female reproductive system, including the menstrual cycle (without details of hormones).

Key Stage 4 (and those studying GCSE subject content) covers:

- Sexually transmitted infections including HIV/AIDS and how such diseases may be reduced or prevented
- The roles of hormones in human reproduction, including the menstrual cycle
- The use of hormones in contraception
- Modern reproductive technologies to treat infertility
- Evaluating hormonal and non-hormonal methods of contraception.

### **3.4 Safeguarding**

RSE plays a vital part in meeting safeguarding obligations. The 2019 DfE Statutory guidance 'Keeping children safe in education' states that schools and colleges should ensure children are taught about safeguarding, including online, sexting and peer-on-peer abuse. The school also adhere to the Gillick competence and Fraser guidelines for sexual health.

For further information please see the statutory [Keeping children safe in education guidance](#) for schools and colleges on safeguarding children.

### 3.5 Wellbeing CHECK

- [Section 10 of the Children Act 2004](#), provides a duty for schools to cooperate with local authorities to improve the wellbeing of children and young people, including physical and mental health and emotional wellbeing.
- [Section 175 of the Education Act 2002](#) provides a duty on maintained schools to safeguard and promote the welfare of pupils.
- [Section 38 of the Education and Inspections Act 2006](#) amends Section 21 of the Education Act 2002, to state that “The governing body of a maintained school shall, in discharging their functions relating to the conduct of the school – (a) promote the well-being of pupils at the school.”

### 3.6 Equality

Under the [Equality Act 2010](#), schools and colleges must promote equality of opportunity and take positive steps to prevent any form of discrimination, either direct or indirect, against those with ‘protected characteristics’ (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity).

### 3.7 Ofsted Inspection of RSE

The reforms making RSE, Relationships Education and Health Education mandatory coincide with the new Ofsted framework. RSE education also makes a unique contribution to safeguarding and will support schools to fulfil their statutory duty to teach pupils to keep themselves safe.

## 4. Lead Members of Staff

Whilst all staff have a responsibility to promote PSHE to all students, staff with a specific, relevant remit include:

- Mrs R Prout and Mrs E Spencer - designated Child Protection / Safeguarding Officer and deputy Child Protection / Safeguarding Officer.
- Mr P Kilroy – Character/ASPIRE Subject Leader

This policy will be developed in the context of the Academy’s ethos and overall aims that will make clear the values underpinning the work of the Academy community. It will include:

- mapping the current provision in terms of whole Academy, whole curriculum provision including that which is specifically classroom based
- determining which objectives are already being met and where the activities are taking place

- deciding where further development is needed and identifying opportunities for carrying it out
- examining any other policies which have fundamental links with PSHE/RSHE and deciding whether the PSHE policy should include all of these aspects or whether they are to remain separate. This policy is informed by the King's Hawthornes Safeguarding policy
- ensure a safe and supportive environment when sensitive issues are discussed
- ensure confidentiality in accordance with our Safeguarding Policy.

## **5. What is relationships and sex education (RSE)?**

This policy covers our school's approach to delivering Relationships and Sex Education which becomes statutory in September 2020, alongside Health Education. We believe RSHE is important for our students and our school. We aim to give our students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure); as well as teaching what is acceptable and unacceptable behaviour in relationships.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Teachers will use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and use question boxes to allow pupils to raise issues anonymously.

Based around our ASPIRE code RSE will continue to be taught as an integral part of our Character curriculum, including Health Education.

### **The overall intended outcomes for our school are that students will:**

- Know and understand the positive effects that good relationships have on their mental wellbeing
- Identify when relationships are not right and understand how such situations can be managed
- Understand acceptable behaviours in relationships
- Understand the reasons for delaying sexual activity



- Be clear on their rights and responsibilities in relation to sex, relationships and young people and the law
- Have a strong understanding of how data is generated, collected, shared and used online.
- Develop a sense of respect for themselves, and those around them.

At primary age, it helps them identify what areas of the body are private, how their bodies will change, how to say no and who they can talk to if they are worried. Later, it explores what a healthy relationship looks like, giving them the language to communicate and report when someone is making them feel uncomfortable or making them do things they don't want to do. It promotes an awareness of where to turn for help, identifying trusted adults in their lives. King's have consulted our local primary schools to ensure a consistent delivery for our students.

## 6. King's values

PSHE is central to the educational entitlement of all students at King's Leadership Academy Hawthornes and, as a cross curricular dimension, permeates all aspects of life in the Academy. It is encompassed within the teaching of all subjects both formally and informally. As a community we want to educate our students, so they develop their full potential as individuals and together as an Academy. The values and ethos of the Academy (**aspiration, achievement, self-awareness, professionalism, integrity and endeavour**) are central to our Personal, Social and Health Education [PSHE] and so our RSHE Policy.

The key principle behind PSHE is that it underpins, and links thoroughly to, our ASPIRE values and reflects the new DfE guidance of September 2019 for RSHE.

Additionally, the PSHE programme, encompassing RSHE, at King's Leadership Academy Hawthornes will have the following emphases:

- **Every student is an individual** – developing self-awareness, confidence and self-esteem, transferable skills and experiences that prepare them for the wider world. Students will become healthy, responsible, safe and confident individuals.
- **Students should be encouraged to interact with other students** – building social skills through working effectively with others and understanding the needs of others. Students will develop good relationships and respect differences amongst their community.
- **Opportunities should be provided for staff to interact with their students** – strengthening the staff-student relationship thus enabling staff to identify individual strengths and development needs more effectively.
- **Opportunities should be provided for individual students to interact with the Academy** – raising awareness of individual responsibilities, reinforcing partnerships and upholding the Academy ethos.

- **Promote positive wellbeing and life understanding** – students will make links to a wide variety of learning for life areas to our ASPIRE values, making them relevant to their development into adulthood.

## 7. Delivery and provision at King's

### 7.1 Statutory RSE - Curriculum

The new statutory guidance for September 2020, states that by the end of secondary school, schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

Please see page 27-29 of the following guidance document: [Relationships Education RSE and Health Education for the curriculum list](#).

At King's we develop our curriculum regularly. Here is our overview ASPIRE and Character/PPE curriculum where the statutory RSHE will be embedded and reviewed regularly.

### 7.2 Delivery

At King's this takes place across school, often during morning Aspire time. We provide opportunities for personal and social development through a variety of strategies.

- Individual, peer group, collaborative group work
- Discussion and role-play
- Involvement in a range of problem-solving activities
- Preparation and presentation of tasks for different audiences
- Positive self-assessment
- Positive feedback, with verbal or written comments aligned to King's ASPIRE values

Pupils also have the opportunity for social and sporting development through regular clubs and Primary events. These events encourage individuals to interact and collaborate with others from different age groups. Additionally, the Student Parliament system encourages students to have a voice and promote the fundamental British Value of free speech and respectful relationships.

The following provide specific vehicles for the delivery of KS3 and KS4 PSHE, based on our ASPIRE code, and so encompasses RSHE. These are in addition to the routine curriculum:

- ASPIRE Induction Week
- PPE curriculum (Y7/8)
- World of Work; Careers advice and planning
- Assembly
- Drama productions and other curriculum links
- Organised charitable and community projects
- Entry into external competitions and projects
- School visits
- Super Learning Days
- Thursday Enrichment and After School Enrichment
- Residential trips
- Through our general routines, in and out of the classroom, and the way in which individuals relate to each other, students are encouraged to form their own attitudes and values

By building positive working relationships between students, parents and staff all members of the Academy family are valued as individuals. They learn to see the need for good manners, self-discipline and appropriate behaviour in whatever situation they find themselves in, through our value of professionalism.

The Tutor mentoring system each day is also key for positive relationships, along with our dedicated pastoral staff.

King's Leadership Academy Hawthornes provides opportunities for parents/carers, the community and outside agencies to contribute to the personal and social development of its students through aligning to the philosophy of the Academy and making contact via the school newsletter, website or email system.

### **7.3 Structure and outcomes**

RSHE, within PSHE, is delivered in the Foundation and Senior Character programme. Many aspects are supported in all areas of the curriculum, as well as tutor time. PSHE is also delivered via assemblies, Super Learning Days, PPE (Public Speaking, Philosophy and Ethics) and our Leadership curriculum. It is accessible for all students regardless of gender, ability, culture or personal circumstance. Our teachers will also plan for all academic abilities and specific (including SEND) needs to ensure all aspects of PSHE, and therefore RSHE, is accessible and relevant to individuals.

### **The whole PSHE course has several components:**

1. Leadership lessons which focus on topical issues related to personal, social and health development, including RSHE, alongside aspects of British Values, PREVENT, and Careers Education, Information, Advice and Guidance (CEIAG).
2. Further delivery of PSHE, that embeds our values, is also through school events such as Super Learning Days, educational visits, careers guidance, pastoral care and guidance, Careers workshops, guest speakers, the assembly programme, Student Parliament, PPE and through teaching and learning in other subject areas. Enrichment also includes PSHE.

In planning the curriculum, teachers at the King's Leadership Academy Hawthornes provide:

- a clear, consistent framework of values in which to work, supported and agreed by all
- supportive relationships between teacher and student, and student and student
- a classroom climate which encourages all students to explore, and encourages a high level of interest
- opportunities for development outside the classroom situation through responsibilities, extra- curricular activities
- signpost pupils to alternative frameworks of support such as Venus and Barclays Life Skills

### **7.3 Assessment and Teacher Training**

Tutors will use a variety of methods to assess the progress of the students within all strands of PSHE, including RSHE.

Our RSE will be supported by training offered to staff at King's. This will help ensure children and young people are provided with consistent messages and advice around making safe and healthy decisions in relationships.

### **7.4 Monitoring and Evaluation**

The RSHE policy will be reviewed as part of the Academy's policy review cycle and in the light of national and local changes. The governor with responsibility for RSHE education is primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with Mrs Prout, Mrs Spencer and Mr Kilroy.

Our teaching and learning will be monitored in line with all other subjects, including staff training, walkthroughs and lesson observations.

Consultation and associated feedback with staff, students and parents will inform the future development of this policy. This policy is available under the Policies section of the King's website and can be available in different formats upon request at school.

## 7.5 Resources and visitors to the school

A range of resources/visitors for RSHE will be used including visiting speakers, Y Kids, Merseyside Police and the School Health Team.

## 7.6 Engaging with parents

Our school will maintain an open dialogue between parents and teachers as we value and welcome any questions about our school's approach to the RSHE curriculum.

**The Department for Education** has published the following **guidance for parents**: [a useful list of FAQs for parents](#) on the new RSE/Relationships Education requirements, and guides for parents on Relationships Education, RSE and Health Education found here; [RSE Secondary school guide for parents](#)

## 8. RSE Parental engagement

In November 2021 parents were consulted via email and queries directed to [p.kilroy@kingshawthornes.com](mailto:p.kilroy@kingshawthornes.com)

### 8.1 RSE – Parent's right of withdrawal

There could be a reason why a parent may choose to withdraw their children from sex education. We hope that a good understanding of the importance of sex education (including its importance for keeping young people safe), familiarity with teaching approaches and resources to be used, and the opportunity to have questions answered and concerns heard, are likely to reduce the chances of parents requesting to withdraw their child. If a parent/carer has concerns, they will be encouraged to meet with the Headteacher.

#### 8.1.1 The right of withdrawal up to September 2020

The new statutory regulations and guidance apply from September 2020, and until then the statutory Sex and Relationships Education Guidance (2000) is still in effect.

- Under the current SRE guidance, until September 2020, parents can choose to withdraw their child (up to the age of 18) from any or all aspects of Sex and Relationships Education that are not included within the statutory National Curriculum.
- This means that parents are not permitted to withdraw their child from elements of sex education (for example reproductive and biological aspects) that are within the science curriculum.

- Schools must make alternative arrangements for pupils whose parents choose to withdraw them from SRE lessons.

The statutory guidance for RSE and Health Education will come into effect in all secondary schools from 2020, including academies, free schools and independent schools.

**In secondary education from September 2020:**

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn', the school should make arrangements to provide the child with sex education during one of those terms.
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

Principal: Mr Peter Gaul

KING'S LEADERSHIP ACADEMY

Fernhill Road, Bootle. L20 6AQ

[www.kingshawthornes.com](http://www.kingshawthornes.com)

[info@kingshawthornes.com](mailto:info@kingshawthornes.com)