



ATAM ACADEMY

Relationships and Sex Education Policy

Document control	
Date Approved	November 2023
Date for Review	November 2024
Authorised By	LAB
Published Location	School Website
Document Owner	Principal
Version Control	2

CONTENTS

1.AIMS3
2.STATUTORY REQUIREMENTS3
3.POLICY DEVELOPMENT3
4.DEFINITIONS4
5.CURRICULUM4
6.ROLES AND RESPONSIBILITIES.....8
7.WORKING WITH PARENTS9
8.TRAINING9
9.MONITORING ARRANGEMENTS..... 10
10. CONFIDENTIALITY AND SAFEGUARDING..... 10

APPENDIX 1: PARENT FORM FOR WITHDRAWAL FROM SEX EDUCATION WITHIN RSE..... 11

1. AIMS

At Atam Academy our aim for Personal, Social, and Health Education (PSHE) and Relationship, Sex, Health Education (RSHE) at our school is to:

- To equip pupils to become independent, responsible, and healthy members of society who respect themselves and others.
- To engage pupils to explore, understand and respectfully challenge their own and others' values, attitudes, and beliefs in a developing world.
- Students leave Atam as confident, compassionate, resilient, and positive individuals able to take care of themselves, physically and emotionally as well as those around them.

We will provide information to staff, parents and carers, governors, students and other agencies regarding the organisation, content, and approach to teaching RSE. To help parents and carers to understand RSE and support them to work with their child to secure the best outcomes for our young people. To demonstrate how the school meets all legal requirements with regards to our RSE provision.

2. STATUTORY REQUIREMENTS

As of September 2020, it is the legal requirement of Primary and Secondary Schools – both maintained and Academies to teach Relationships and Health Education, alongside the Science National Curriculum and within the context of safeguarding and maintaining a child centred approach in accordance with the 'Keeping children safe in education document' (DfE, Sept, 2020).

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. This guidance also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that head teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

At Atam Academy we acknowledge and recognise that families are a child's first and most effective teacher, it is our aim to build on the established foundation of the Redbridge syllabus and consultation of working in partnership with parents/carers to educate our children about these important subjects.

Here at Atam, we will ensure that annual meetings present our PSHE, including RSE (RSHE) curriculum and create a space for raised questions.

3. POLICY DEVELOPMENT

This policy developed following consultations with staff, pupils, and parents. The consultations and policy development process involved the following steps:

1. Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Draft policy shared with the Local Advisory Board for comment
3. Staff consultation - all school staff given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation - parents and any interested parties invited to attend a meeting about the policy
5. Pupil consultation - we will investigate what exactly pupils want from their RSE
6. Ratification - once amendments are made; the policy will be shared with governors again and ratified

4. DEFINITIONS

PSHE and RSHE curriculum provides pupils with age and context appropriate lessons across all key stages to support students to achieve the RSHE outcomes defined by the DfE by the end of Year 11. RSE gives students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE teaches pupils how to keep safe and recognise and manage potential dangers in their online and offline lives, to avoid all forms of abusive relationships and how to report any concerns or abuse and where to access help when needed.

RSE is about the emotional and social development of relationships and is not about the promotion of sexual activity. It should cover contraception, sexual health, the difference between intimate relationships and non-intimate relationships and promote delaying sexual activity within the context of the law.

5. CURRICULUM

We have developed the curriculum in consultation with parents, pupils, and staff, considering 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 they are fully informed and do not seek answers online.

5.1 Intent

Relationships, Sex and Health Education (RSHE) at Atam Academy, enables our children to become independent, responsible, and healthy members of society. Our aim is to equip children to understand how they are developing personally and socially whilst gaining resilience to tackle any moral, social, or cultural issue they may experience. We provide opportunities to explore, understand and respectfully challenge their own and others' values, attitudes, beliefs, and responsibilities, ensuring that children appreciate what it means to be a member of a diverse community.

By providing pupils with a happy, safe, and supportive environment, children become successful learners, develop their full potential, and achieve the highest educational standards that they can. Our school reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. Our shared desire offers the best possible education for our pupils in partnership with parents and the local community.

The RSHE curriculum will provide children with the knowledge, skills and strategies required to make ethical choices and prepare for the modern world. At ATAM Academy, we would like students to gain resilience, positive self-esteem, and confidence, so they can recognise when they feel uncomfortable in a situation, know who to trust and how to speak up for help. For our pupils, RSHE is not just a subject, it is a way of life through which they learn to respect themselves and their bodies and know what healthy relationships feel like.

At Atam, our seven British Sikh Values play a fundamental role in the beliefs of the school as a whole: Sat (Truth), Santokh (Contentment), Daya (Compassion), Dharam (Righteousness), Himmatt (Courage), Chardi Kala (Resilience) and Pyaar (Love). The fundamental British Values of democracy, tolerance, mutual respect, rule of law and individual liberty equip our pupils to lead balanced lives.

5.2 Implementation and delivery

Our curriculum offers a comprehensive program that supports pupils' spiritual, moral, cultural, mental, and physical development whilst preparing them for the opportunities, responsibilities, and experiences of life, as set out in Section 78 of the Education Act 2002. Through, teaching and learning is comprised of:

- Health and Wellbeing
- Relationships
- Living in the Wider World

PSHE is central to ATAM's ethos, supporting children in their personal development, to make links between classroom, school, and in the wider community. We believe a collaborative culture is vital in enabling children to grow personally and emotionally, and as young citizens. Therefore, every class has one PHSE lesson per week.

Rosenshein's principles are the foundation of all lessons and consist of a four-part structure: DO NOW, I DO, WE DO, YOU DO. For primary students Jigsaw lessons and resources have been adapted to personalise the learning of individuals by considering the age-appropriate content and the context of our school. The curriculum journey from EYF to KS4, is thematic. Each topic builds on the previous knowledge and skills, ensuring progression within the PSHE curriculum from one-year group to the next. PSHE lessons also include mindfulness allowing children to advance their emotional awareness, and focus.

Aspects of PSHE within the provision of SEND learning certifies that all children have access to a holistic and balanced curriculum. Children with high levels of needs are supported with a

broader curriculum but with scaffolded learning, ensuring they are also making good progress from their initial starting points.

What educational resources do we use?

In the planning and teaching of PSHE and RSHE we utilise the Jigsaw resources in the primary phase and the PSHE Association programme of study in the secondary phase. We also utilise information from our local health care providers, local authority, and local associations as well as the Christopher Winter RSE resources (purchased scheme) and the Medway RSE resources (free to PHSE Association members).

Who teaches RSE?

The teachers of PSHE teach the RSE element of the PSHE curriculum as distinct units of study. These teachers are all trained by both the PSHE lead and Vice Principals who are trained by the local authority RSE leads.

When do we teach RSE?

Relationships and health education covered all the way through key stages 1-5 (Years 1-13). Intimate relationships and sexual health and relationships education is statutory from secondary. At Atam Academy, the sex education element of the RSE curriculum starts from Year 6.

At Atam Academy, we believe that starting sex education in Year 6 allows for a more graduated approach to learning and ensures that our students equipped for their own physical and emotional development in the years ahead. Parents to be offered information on the curriculum content and guidance on how to answer difficult questions prior to the delivery of the sex education element of the RSE curriculum.

How is the delivery and content of RSE made accessible to all pupils including SEND?

The teaching of RSE is delivered in ways that are accessible to all pupils with SEND. Clear information will be provided for parents on the subject content and the right to request that their child is withdrawn. Like other subjects within the school, this subject will be resources, staffed in a way that ensures that the school can fulfil its legal obligations.

How do we manage difficult questions and sensitive issues?

All aspects of PSHE, including RSE (RSHE) are underpinned by shared and understood ground rules, with lessons delivered in a safe and managed environment. All aspects of RSE are taught in an age-appropriate way.

Students are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box will be available for students who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise. If students' questions, go unanswered they may turn to inappropriate sources of information including the internet. As

part of RSE provision we signpost students to trusted websites and relevant support agencies to encourage them to access safe sources for support and further information outside of lessons. Whilst it is vital to have trust and openness, we cannot offer total confidentiality to pupils. Any disclosures or areas of concern to be followed up in accordance with our safeguarding procedures.

5.3 Impact

RSHE at Atam Academy equips children with the understanding, skills and strategies required to live healthy, safe, creative, responsible, and balanced lives. A critical component of the curriculum provides opportunities for children to reflect on and clarify their own values and attitudes in a respectful manner. It significantly contributes to pupils' spiritual, moral, social, and cultural (SMSC) development, their behaviour and safety, and to their emotional wellbeing. Also, pupils can explore the variety of values and attitudes they encounter now as children and into their later lives.

Pupil voice and regular quizzes ensure that students have had the chance to reflect and feedback on their learning, which is used to develop the teaching and learning within the subject. DO NOW tasks at the start of every lesson present opportunities for pupils to reflect on their prior knowledge within the subject. As students' progress throughout the school, they are prepared for life beyond the classroom, ready to contribute to society as independent, empathetic, and open-minded citizens.

6. ROLES AND RESPONSIBILITIES

6.1 The Local Advisory Board

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date RSE policy. The Governing Body are required to approve the policy and hold the Principal and subject leads to account for its implementation.

6.2 The Principal

The Principal is responsible for ensuring that the teaching of RSE is consistent across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 7).

6.3 The PSHE Leads

The PSHE leads are responsible for leading and managing PSHE which includes statutory Relationships Education. Teachers are responsible for delivering RSE and requesting further support when required. All parties are responsible for the wellbeing and safety (in terms of safeguarding) of students.

6.4 Staff

Responsibility of staff:

- 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, however the staff teaching RSE through PSHE have been selected based on experience and expertise. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

The staff responsible for teaching RSE include all the Key Stage Year Leaders.

6.5 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

7. WORKING WITH PARENTS

7.1 Consulting, informing, and supporting

It is vital that parents and carers know the curriculum and how to support their children. The PSHE curriculum- overview is available on the school website along with the PSHE, including RSE policy.

We have an open-door policy for any parents/ carers who wish to find out more about our PSHE and RSE provision. We consult with students, parents, carers, and the wider community to provide an ongoing process to ensure we all work together for the greatest benefit of our students. We understand that parents and carers may wish to approach the school to access help with concerns they may have about their child and where they can go to obtain further support.

7.2 Right to withdraw

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, the school will arrange this. Parents and carers do not have the right to withdraw their child from any other aspect of Relationships Education, Health Education (including the changing adolescent body/puberty) or any other aspect of PSHE. The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full RSE curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the PSHE Lead.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

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

8 Training

PSHE teachers are inducted into the teaching of both RSE and the wider PSHE curriculum prior to the beginning of the school year and before commencing new units of study. To ensure staff are confident to deliver all aspects of the RSE curriculum access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development. The Principal 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.

9. MONITORING ARRANGEMENTS

The Principal is responsible for the PSHE and RSE provision across the school. Practically, this responsibility is devolved to the Deputy Head (Curriculum) and PSHE/RSE Lead. RSE provision, monitoring and evaluating takes place by the PSHE leads, SLT and Governors in line with the monitoring cycle agreed by the school through lesson observations, learning walks, book looks and pupils' voice. Pupils' developments in RSE are monitored by class teachers as part of our internal assessment systems.

10. CONFIDENTIALITY AND SAFEGUARDING

Any personal disclosures made by students or concerns raised by staff will be followed up in accordance with the school's safeguarding procedures; these can be found in the Safeguarding and Child Protection Policy.

APPENDIX 1: PARENT FORM FOR WITHDRAWAL FROM SEX EDUCATION WITHIN RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	

Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.

