

## Statutory Requirements

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children.

Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents, and carers amongst other structures.)

Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

## **RELATIONSHIP & HEALTH EDUCATION POLICY (RHE)**

### **Introduction**

Relationship Education is life-long learning about physical, moral, and emotional development. It is about the understanding of family life, stable and loving relationships.

### **Aims and Objectives**

We teach children about:

- the physical development of their bodies as they grow into adults.
- self-respect and respect for their bodies
- that marriage is a life-long commitment of two people to each other
- the legal and Islamic requirements for marriage
- the importance and characteristics of a healthy family life
- moral questions.
- relationship issues and how to seek help and advice if needed
- respect for the views of other people.
- different types of families and respecting those differences
- how to build and manage relationships with others
- having boundaries in different relationships and interaction with others including online
- importance of privacy and when private matters must be disclosed
- reporting and seeking advice on matters of abuse or related to abuse

### **Curriculum**

We teach Relationships Education (RE) on the understanding that:

- it is taught in the context of stable relationships and family life.
- it is part of a wider process of social, personal, spiritual, and moral education.
- children should be taught to have respect for their own bodies.
- children should learn about their responsibilities to others and be aware of the consequences of their actions.
- it is important to build positive relationships with others, involving trust and respect.
- children need to learn the importance of self-control.

### **Organisation**

Relationship & Health Education is taught through the schools themed approach to learning. Much is explained through the first term in new themes, ourselves and people who help us.

- 1) Islamic studies and daily Adab sessions play an integral part in teaching respect and kindness.
- 2) Online safety in ICT lessons and on themed days emphasises the need for safety online.
- 3) In PSHCE, we teach children about relationships and we encourage children to discuss issues. We teach about the parts of the body and how these work and we explain to the children what will happen to their bodies during puberty.
- 4) In PSHCE, we teach the importance of families and how important they are for children

when growing up. We teach about the characteristics of a healthy family life and how each family can look different to their own.

- 5) In Science lessons, in both Key Stages, teachers inform children about re-production. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same and that we need to respect each other. In Key Stage 2, we teach about life processes and the main stages of the human life cycle, in greater depth.
- 6) In PSHCE, we teach children how to keep themselves safe and how to seek help and advice when they have any concerns.
- 7) In Year 5 and 6, we place a particular emphasis on Health Education, as many children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how children's bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.
- 8) In PSHCE, we educate children about legal and illegal harmful substances and risks associated to them. We raise awareness about the effects of smoking, alcohol use and drug taking and the Islamic perspective on these matters.
- 9) We arrange opportunities for all parents and carers of all children to see and/or discuss this particular programme of lessons, to explain what the issues are, and how they are taught and to see the materials the school uses in its teaching.

### **Foundation**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

### **Key Stage 1**

Through work in Science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In PSHCE children reflect on family relationships, different family groups and friendship.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

### **Key Stage 2**

In Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including the birth of a baby in years 5 & 6 in a sensitive and Islamic manner.

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In PSHCE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Relationship Education should focus on the development of skills and attitudes not just the acquisition of knowledge.

## **Inclusion**

### **Ethnic and Cultural Groups**

We intend our policy to be sensitive to the needs of the Islamic faith and pupils of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. Although the teaching of relationship education is a statutory requirement and parents do not have the right to withdraw children from this however we will respond to parental request and concerns.

## **The role of parents and carers**

The school is well aware that the primary role in children's relationship and health education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust, and co-operation. To promote this objective, we:

- Inform parents and carers about the school's relationship policy and practice.
- Answer any questions that parents, or carers may have about relationship and health education.
- Take seriously any issue that parents or carers raise with teachers or proprietors about this policy or about the arrangements for relationship and health education in the school.
- Inform parents and carers about the best practice known with regard to relationship education, so that the teaching in school supports the key message that parents, and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

## **The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the local health authority such as the school nurse and other health professionals, give us valuable support with our health education programme. Other people that we call on include social workers and youth workers.

## **Confidentiality**

Teachers conduct relationship education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try and investigate but will immediately inform the named person for child protection issues about their concerns. The head teacher will then deal with the matter in consultation with health care professionals.

## **The role of the Head Teacher**

- It is the responsibility of the head teacher to ensure that both staff and parents/carers are informed about our relationship education policy and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about relationships effectively and handle any difficult issues with sensitivity.
- The head teacher ensures that all adults who work with our children on these issues are aware of the school policy and work within its framework.
- The head teacher monitors this policy on a regular basis and reports to proprietors, when requested on the effectiveness of this policy.

### **Monitoring and review**

- The Proprietors monitor the impact of our relationships education policy on an annual basis.
- This policy will be reviewed every two years or earlier if necessary.
- This policy has been devised after consultation with parents and carers.

## Relationship Education Curriculum Overview

| Core | Core Theme 1<br>Health and well being        | Core Theme 2<br>Relationships  |   |
|------|--|--|---|
|      | Physical                                     | Social   | Emotional                                 |
| Y1   | Keeping safe and healthy                     | Beginning to understand me and others / Growing and Caring for Ourselves   | Knowing what to do                        |
| Y2   | Keeping myself healthy                       | Others and me my class / Differences                                       | Developing Confidence                     |
| Y3   | Safe and healthy at home, school and locally | Supporting friends and other people / Valuing differences and keeping safe | More about me                             |
| Y4   | Helping others to keep safe                  | Who are these people? /Growing Up  | Taking more control                       |
| Y5   | Drug Education                               | Being strong   | Moving on with confidence and clarity     |
| Y6   | Safe and healthy in the future               | Relationships  | Celebrate the past and welcome the future |