

Relationship, Sex and Health Education Policy

Al-Noor Voluntary Aided Primary School



Approved by:	Governing Board	Date: October 2022
Signed on behalf of GB	October 2022	
Last reviewed on:	October 2022	
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1. Introduction

Al-Noor primary school believes it is important to prepare pupils practically and emotionally for the changes that occur during puberty and for life beyond the school. We intend to teach, in partnership with parents, age-appropriate, faith-sensitive, family and citizenship-centred, Relationships, Sex and Health Education (RSHE) that meets all statutory obligations and promotes respect for others.

The school will teach RSHE through its comprehensive programme of Personal, Social, Citizenship and Health Education (PSCHE) which educates children to navigate, participate in and serve the world in which they live and prepares pupils for life in modern Britain. PSCHE and RSHE also give children the foundations they need to engage in essential life-long learning about physical, social, moral and emotional development.

The school is committed to nurturing the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and believes that RSHE is a vital element of the education children need to prepare them for adolescence and adulthood.

RSHE provides children with the tools they need to nurture their own wellbeing and that of their relationships. It is a key vehicle for building understanding of the importance of family life, as well as stable relationships based on mutual respect, love and care. It supports pupils to form positive attitudes towards growing up and the changes they will experience as well as towards relationships, feelings and marriage.

The school's curriculum and teaching of RSHE will be in accordance with Islamic principles and values. It will emphasise the central importance of developing a deep and abiding connection to Almighty Allah, God, to regulate all personal choices and the central importance of the family and of marriage to social life and to society. It will also affirm respect for individual autonomy.

2. Statutory Guidance

The DfE have defined Relationship Education within the RSE Guidance 2019. The guidance states that, "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way"¹. This means that they should know how to look after their safety and wellbeing, exercise personal autonomy and manage relationships so that they are healthy, successful and enabled to make moral decisions in conscience.

This policy was drafted in consultation with parents, staff members and school governors and is in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE July 2019), Keeping Children Safe in Education (2022), The Equality Act 2010 and schools (DfE 2014) and other school policies.

3. Intent

3.1 To develop in pupils, the following **values and virtues**:

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Head Teachers, principals, senior leadership teams, teachers Page 4

- A deep and abiding relationship with Almighty Allah, God, that regulates all personal choices and decisions;
- integrity in character;
- dignity and chastity in their own behaviour and choices;
- respect for the dignity of every human being, including their own;
- gratitude for the blessings and marvels of the human body and human desires;
- responsibility for their own actions and a recognition of the impact of these on others;
- valuing the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- recognising and valuing their own sexual identity;
- fidelity, mercy and compassion in relationships;
- joy in being clean and healthy;
- responsibility for their wellbeing and health;
- prudence and trust in God when assessing risk and staying safe.

3.2 To develop in pupils, the following **personal and social skills**:

- making sound judgements and good choices which have integrity;
- respectfully tolerating the choices of others, including when they conflict with their own views;
- the ability to form friendships and loving, stable relationships free from exploitation, abuse, and bullying;
- managing emotions within relationships, and when relationships break down, managing these with confidence, sensitivity, and dignity;
- managing conflict positively and recognising the value of difference;
- cultivating humility, mercy, and compassion;
- learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet, and peer groups, and thus developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification, being chaste and behaving with dignity and integrity;
- looking after their wellbeing whether physical, mental or spiritual;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

3.3 To develop in pupils the following **knowledge and understanding**:

- the Islamic teaching on relationships and the importance of marriage and family life;
- the Islamic teaching on the importance of nurturing love and mercy as the glue that bonds families and marriages;
- the centrality of virtue, dignity and integrity in guiding human lives and choices;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction;
- personal hygiene, wellbeing and staying healthy and Islamic teaching about these;
- taking care of mental wellbeing and knowing when and how to get help;
- taking risks and staying safe and the Islamic teaching about these.

4. Implementation

4.1 Broad content of RSHE

The three dimensions of RSHE: values and virtues, personal and social skills, and knowledge and understanding, will be promoted through three inter-related ways: the whole school ethos, cross-curricular links and direct teaching of specific topics in the PSHE curriculum.

4.2 Relationships

The school will focus on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to, family relationships, friendships and relationships with other children and with adults.”² This includes the topics of: families and of the people who care for me, caring friendships, respectful relationships, online relationships and being safe. These will include safeguarding elements including children being able to report concerns or abuse using the vocabulary to do so.

The school’s teaching will also cover the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider implications of decisions they may make.

At year 5, as part of a focus on growing up and going through puberty, children will be taught:

- nurturing good relationships with others, including friends, neighbours and family members and how to respect, value and listen to others;
- the importance of the family and the rights and responsibilities of parents;
- the importance of listening to and responding to the feelings of others;
- the physical changes that take place at puberty;
- Islamic teaching regarding dress and behaviour;
- adulthood and responsibility;
- the changes in feelings and emotions that puberty brings;
- dealing with feelings of attraction;
- marriage and its importance to family and society;

4.3 Mental wellbeing

Relationships education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Pupils will also be taught how to seek help when needed.

4.4 Online Safety

The principles of positive relationships also apply to digital media especially as many children will already be using the internet. When teaching relationships content, teachers address online safety and appropriate behaviour in a way that is relevant to pupils’ lives. Teachers include content on how information and data is shared and used. For example, pupils are taught that many websites are businesses and may use information provided by users in ways they might not expect, such as selling it to other businesses or to provide targeted advertising.

Online safety is also a core feature in our primary computing curriculum (please refer to the Computing Policy for further information).

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Head Teachers, principals, senior leadership teams, teachers Page 19

4.5 Health Education

The aim of Health Education is to provide information to children that will empower them to take care of their physical and mental wellbeing and health. Puberty, including menstruation and menstrual hygiene, will be taught in year five before most children begin puberty.

All children, by the end of Year 6 will have learnt about the following health related topics: Mental Wellbeing, Internet Safety and Harms, Physical Health and Fitness, Healthy Eating, Drugs, Alcohol and Tobacco, Health and Prevention, Basic First Aid, The Changing adolescent body, Basic hygiene, The fiqh of Taharah (Preparation for prayer, Major and minor impurity, wudhu' and ghusl).

4.6 Sex Education

In addition to the above statutory elements, the school will teach sex education to children at the tail end of year six to help prepare them to learn about it in Science at their new secondary schools in the following half term. This is in response to parental demand, as made clear in parental consultations held at the school in July 2019 about the new statutory guidance and formulating the curriculum and this policy. The school will communicate with parents of year six pupils about when and how this will be taught. Planning will also be shared with them and a workshop offered to equip them with the knowledge they need so that they can appropriately reinforce new learning over the intervening summer holidays.

4.7 Balanced curriculum

Pupils have access to the learning they need to stay safe, healthy and understand their rights and responsibilities as individuals. Whilst promoting Islamic values and virtues and teaching in accordance with Islamic principles, pupils are presented with a range of viewpoints on issues so they understand the world they are growing into, without promoting actions and beliefs that conflict with Islamic teaching.

4.8 Inclusion

All aspects of the curriculum and its teaching are age appropriate and faith-sensitive in both the approach taken as well as the content. The bullying of or discrimination towards anyone by anyone, for any reason, whether a child or an adult, is not tolerated. Our curriculum leads to a stronger sense of personal responsibility as well as care and respect for others. This helps to keep the school a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of any Protected Characteristic.

The school considers the religion and beliefs of the school community and has taken, and continues to take into account, parent views on the provision and resources, which the school will use to deliver the RSE curriculum.

The school makes reasonable adjustments to alleviate disadvantage and are mindful of the SEND Code of Practice, when planning for these subjects. High quality teaching that is differentiated and personalised to deliver full curriculum entitlement to every pupil, is the starting point to ensure accessibility. School staff, the DSL and SENDCo work with parents, the local

authority and relevant agencies and professionals to ensure provision is suitable for every child, including those that are vulnerable in anyway.

4.9 Safeguarding

Safeguarding is an important aspect of all RSHE lessons and highlighted on planning. Pupils are taught to go to a trusted adult for help when they are worried about anything and are taught at Year 1 that their private parts should not be shown to anyone other than trusted adults and no one else has the right to touch or see them. Other topics that equip children to stay safe, span the entire curriculum and include online safety, recognising abuse and obtaining help from trusted adults. The teaching of RSHE will be in line with the safeguarding policy and disclosures arising during teaching will be dealt with in accordance with it.

4.10 Teaching

Responsibility for the teaching of RSHE and PSCHS lies with class teachers. However girls and boys will be taught the elements on puberty in year five and sex education in year six separately and by teachers of the same sex. Each group will be taught the same curriculum with added nuances for the needs of their own sex where relevant.

However all teachers teach PSCHS directly or indirectly and all staff contribute to the development of pupils' personal and social skills and are involved in developing the values and virtues aspect of the RSHE programme. They are role models for pupils in demonstrating good, healthy relationships between each other, with other adults and with pupils.

All teachers have a responsibility of care; as well as fostering academic progress they actively contribute to the guardianship and guidance of the physical, moral, and spiritual well-being of their pupils. Appropriate training will be made available for all staff teaching RSHE. Teachers are expected to teach RSHE in accordance with the Islamic ethos of the school.

4.10 Parent/Carer right to withdraw

Parents have the legal right to request that their child is withdrawn from some or all of the sex education lessons delivered in school. Parents do not have a right to withdraw their child from Relationship Education. If a parent choses to withdraw their child, then parents will need to make a request in writing to the headteacher, stating their views and reasons for the request.

The headteacher will then meet with parents to clarify the nature and purpose of the curriculum and outline any possible detrimental effects that the withdrawal may have on the child. Such detrimental effects could include the following:

- Being excluded from their class can be very upsetting for children
- Pupils are likely to hear their peer's version of what was taught in the lessons, rather than what was directly said by the teacher
- Pupils may become more curious and research questions on the internet.

Once those discussions have taken place, the school will respect the parents' request to withdraw the child. The school will document this process to ensure a record is kept of the decision. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

4.11 Planning and Resources

The PSCHE lead is responsible for all detailed planning and some of the accompanying teaching materials. Our RSHE lead will work with year group teams to choose other educational resources and materials that may be needed, that are age appropriate and, faith-sensitive. In the event of external resources being used, we will ensure the materials comply with the school ethos, Islamic principles, our RSHE policy, the Teaching Standards, the Equality Act 2010, the Human Rights Act 1998, the Education Act 1996 and align to the teaching requirements set out in the statutory DfE guidance.

Sex education lessons will be delivered during PSCHE lessons. They will be planned and fully resourced by the PSHCE lead, in association with the headteacher and a working party of year six parents. The use of sexually explicit videos, pictures and objects will not be permitted in teaching. Teaching plans and resources will also be shared with all year six parents in a workshop, prior to their being delivered.

4.12 RSHE Lead

The RSHE lead at Al-Noor primary school is the PSCHE lead, U.Sultan the Assistant Head. If you have any questions regarding this policy or RSHE please contact her by email or call through the school office. The RSHE lead has general responsibility for supporting other members of staff in the implementation of this policy and will disseminate information relating to RSHE and arrange appropriate in-service training.

4.13 Parents

*'The role of parents/carers in the development of their children's understanding of relationships is vital. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.'*³

We recognise the role of parents as pivotally significant in the planning and delivery of RSHE and we therefore work collaboratively with them and support them with work they can follow through with their children at home over the summer at the end of year six.

Parents will be kept well informed regarding the school policy, plans and the resources to be used. Good communication and opportunities for parents to understand and ask questions about the school's approach are important to increase their confidence in the curriculum and its teaching, which is why the school consulted with parents at a very early stage.

4.14 Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaising with staff, the Governing body, parents, the Local Authority and, appropriate agencies.

5. Impact

5.1 Assessment & Review

It is our intention that RSHE sessions will meet our high standard of teaching and learning. Therefore, planning will be written by the RSHE lead in consultation with the headteacher.

³ Relationships Education, Relationships and Sex Education (RSE) and Health Education, guidance (DfE July 2019)

RSHE lessons will be included in whole school learning walks and the general monitoring of PSCH by the subject lead.

Teachers are responsible for assessing the children's learning and progress. Prior learning is identified on medium term plans and teachers elicit this from children too at the start of each new topic throughout the curriculum, recording this on a 'KWL-gram'. Children's learning is evidenced and assessed through marking of their work. Pupil voice and their contributions to the KWL-gram, in a different coloured pen, are also used to assess their learning. A similar approach is used across all subjects.

RSHE is taught through PSCH throughout the year in line with long term plans and detailed medium term plans. These plans ensure that pupil knowledge is built sequentially and progressively and is always age-appropriate and founded on Islamic teachings and the school's ethos.

Pupils will be able to ask questions and responses given by teachers will be in line with the school's ethos and this policy. If a question is deemed to be beyond the scope of the curriculum for a particular year group, the teachers will speak with the child later on rather than before the class and will consult the RSHE lead and/or parents if needed. Responses will always be in line with the school's ethos, age appropriate, in line with statutory guidance and sensitive to the needs of children. Home and school partnership and communication and an understanding of the school's approach to safeguarding disclosures are important elements of the teaching approach.

5.2 Board of Governors

The Board of Governors/Trustees is responsible for the review and monitoring of this policy and RSHE at the school.

5.3 Monitoring and Review

The implementation of this policy is monitored by the PSCH lead and Assistant Headteacher, U.Sultan, in consultation with the Headteacher. This includes evaluation of lesson plans, lessons, pupil voice, resources and pupil work.

The link governor for RSHE, Sadiq Kothia, will also conduct monitoring and talk to staff and pupils, about the effectiveness of RSHE at the school. He will report to the Governing Body who will delegate reviews to the Curriculum Sub-Committee.

This policy was reviewed in October 2022 and will be reviewed again once every three years or as the need arises due to curriculum development, legislation or new guidance.