

RSE AND HEALTH EDUCATION POLICY

Aims

The aim of relationships and sex education (RSE) and health education at our school is to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To teach the subject in a respectful manner sensitive to our ethos

Policy development*

We have followed current statutory guidance for RSE and Health Education. This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a staff working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent consultation – parents were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE and Health Education
5. Ratification – once amendments were made, the policy was shared with trustees and ratified

Definition

RSE and health education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE and health education involves a combination of sharing information, and exploring issues and values. RSE and health education is not about the promotion of sexual activity.

Curriculum

Our curriculum is set out in Appendix 1 but we may need to adapt it as and when necessary. 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.

Delivery of RSE

RSE and health education is taught within the personal, social, health and Citizenship (PSHCE) education curriculum.

RSE and health education focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE and health education curriculum, see Appendix 1.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The Trustees

The trustees has delegated the approval of this policy to the Headteacher.

The Principal

The Headteacher is responsible for ensuring that RSE and Health Education is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering RSE and health education in a sensitive way in line with our ethos
- Modelling positive attitudes to RSE and Health Education
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE and Health Education. Staff who have concerns are encouraged to discuss this with the Headteacher.

Pupils

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

Training

Staff are trained on the delivery of RSE and Health Education as part of their induction and it is included in our continuing professional development calendar.

The Headteacher 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 and Health Education.

Monitoring arrangements

The delivery of RSE and Health Education is monitored by the Headteacher through arrangements such as:

- Scrutinising planning
- learning walks, etc.

Pupils' development in RSE and Health Education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the RSE and Health Education working group annually, the policy will be approved by the Headteacher.

Date: Sep 2023

Last reviewed on: Sep 2023

Next review due by: Sep 2024

Appendix 1: Curriculum map

RSE and Health Education curriculum map

AMS UK AMS RELATIONSHIPS EDUCATION LONG TERM OVERVIEW – PRIMARY

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
1	FAMILIES O1 L1: Our families and how they make us feel	CARING FRIENDSHIPS O9 L2: Choosing and making friends	RESPECTFUL RELATIONSHIPS O16 L3: Good manners and courtesy	RESPECTFUL RELATIONSHIPS O17 L4-5: Respecting each other's differences	BEING SAFE O25 L6: Looking after my body and being respectful to others	ONLINE RELATIONSHIPS O31 L7: Rules for staying safe online
2	FAMILIES O2 L1-2: How my family cares for me and keeps me safe	CARING FRIENDSHIPS O10 L3-4: How friends make us feel happy and secure	CARING FRIENDSHIPS O11 L5: Characteristics of caring friendships	RESPECTFUL RELATIONSHIPS O18 L6: Self-respect and happiness	BEING SAFE O26 L7: Boundaries, privacy and secrets in friendships	ONLINE RELATIONSHIPS O32 L8: Know that sometimes people pretend to be someone else, including online
3	FAMILIES O3 L1-2: Love, security and stability in happy family relationships	CARING FRIENDSHIPS O12 L3-4: Healthy, positive friendships and how they make us and others feel	RESPECTFUL RELATIONSHIPS O19 L5: Practical steps to support respectful relationships	RESPECTFUL RELATIONSHIPS O20 L6-7: Different types of bullying and the impact of bullying	BEING SAFE O27 L8-9: Persistence in asking for advice and help	ONLINE RELATIONSHIPS O33 L10: Applying the same principles to online relationships as face-to-face relationships
4	FAMILIES O4 L1-2: Characteristics of a healthy family including spending time together	FAMILIES O5 L3: Problems in family life and family relationships	CARING FRIENDSHIPS O13 L4-5: Problems in friendships and how to resolve them	RESPECTFUL RELATIONSHIPS O21 L6-7: Responsibilities of bystanders and reporting bullying	BEING SAFE O28 L8-9: Responding safely and appropriately to unknown adults including online	ONLINE RELATIONSHIPS O34 L10: How information and data is shared and used online
5	FAMILIES O6 L1: Dealing with unhappy family relationships	CARING FRIENDSHIPS O14 L2: What to do when friendships make me unhappy	RESPECTFUL RELATIONSHIPS O22 L3: Respecting others, including those in positions of authority	RESPECTFUL RELATIONSHIPS O23 L4: What stereotypes are and the impact of them	BEING SAFE O29 L5-6: Recognise and report feelings of being unsafe or feeling bad about adults	ONLINE RELATIONSHIPS O35 L7: Recognising and reporting risks and harmful content
6	FAMILIES O7 L1-2: Different types of families and how we respect differences	FAMILIES O8 L3-4: Marriage, including legal perspectives	CARING FRIENDSHIPS O15 L5-6: Managing conflict	RESPECTFUL RELATIONSHIPS O24 L7: Permission seeking and giving in relationships	BEING SAFE O30 L8-9: Getting advice and developing the confidence and vocabulary to report concerns of abuse	ONLINE RELATIONSHIPS O36 L10: Critically consider online friendships and sources of information

AUTUMN 1	<p>FAMILIES O1</p> <p>Our families and how they make us feel</p>	<p>To recognise:</p> <ul style="list-style-type: none"> the composition of our families the roles different members of our families have how our families are a blessing from our Lord how our families makes us feel
AUTUMN 2	<p>CARING FRIENDSHIPS O9</p> <p>Choosing and making friends</p>	<p>To recognise:</p> <ul style="list-style-type: none"> how we make friends how we feel if we do not have friends giving and taking in friendships characteristics of friendships including kindness
SPRING 1	<p>RESPECTFUL RELATIONSHIPS O16</p> <p>Good manners and courtesy</p>	<p>To recognise:</p> <ul style="list-style-type: none"> what good manners look like rewards for good manners from an Islamic perspective conventions for courtesy how to become better mannered and courteous
SPRING 2	<p>RESPECTFUL RELATIONSHIPS O17</p> <p>Respecting each other's differences</p>	<p>To recognise:</p> <ul style="list-style-type: none"> how we make choices and how these can be different to others that others can have different beliefs to us how we show respect to those who may be different in appearance, character, personality and background to us commonality with those whose choices or lifestyles are very different to ours
SUMMER 1	<p>BEING SAFE O25</p> <p>Looking after my body and being respectful to others</p>	<p>To recognise:</p> <ul style="list-style-type: none"> that our bodies belong to us, and we need to look after them when contact with others is appropriate and how this can be a source of comfort when contact with others is inappropriate what to do when we feel contact is unsafe or inappropriate
SUMMER 2	<p>ONLINE RELATIONSHIPS O31</p> <p>Rules for staying safe online</p>	<p>To recognise:</p> <ul style="list-style-type: none"> the different reasons we may use the internet the importance of keeping personal information safe how to stay safe on different online platforms the importance of reporting to adults when we feel unsafe online

AUTUMN 1	<p>FAMILIES O2</p> <p>How my family cares for me and keeps me safe</p>	<p>To recognise:</p> <ul style="list-style-type: none"> what it means to be happy, safe and cared for danger and dangerous situations what our families do to protect us and keep us safe how those who do not have families may feel
AUTUMN 2	<p>CARING FRIENDSHIPS 10</p> <p>How friends make us feel happy and secure.</p>	<p>To recognise:</p> <ul style="list-style-type: none"> what makes a good friend what it means to feel secure in a friendship insecurity in friendships and what this may look like for some of us how to develop security and happiness in our friendships
SPRING 1	<p>CARING FRIENDSHIPS 11</p> <p>Characteristics of caring friendships</p>	<p>To recognise:</p> <ul style="list-style-type: none"> mutual respect, loyalty, kindness and generosity how to become trustworthy and truthful how to develop healthy friendships by sharing interests and experiences supporting friends in times of difficulty leads to stronger relationships
SPRING 2	<p>RESPECTFUL RELATIONSHIPS O18</p> <p>Self-respect and happiness</p>	<p>To recognise:</p> <ul style="list-style-type: none"> what it means to have self-respect how to develop self-respect that developing our sense of self worth will lead to us being happier the different approaches to self-improvement including prayer and reflection
SUMMER 1	<p>BEING SAFE O26</p> <p>Boundaries, privacy and implications of these for children and adults, including keeping secrets</p>	<p>To recognise:</p> <ul style="list-style-type: none"> the boundaries to stay within when online the difference between safe and unsafe secrets how to manage pressure from others, especially when we feel uncomfortable or unsafe how keeping secrets online can lead us to dangerous situations
SUMMER 2	<p>ONLINE RELATIONSHIPS O32</p> <p>Know that sometimes people pretend to be someone else, including online</p>	<p>To recognise:</p> <ul style="list-style-type: none"> that in some situations people pretend to be someone they are not when to seek clarification that people are who they say they are how and why people behave differently online situations where people may pretend to be someone else online

AUTUMN 1	<p>FAMILIES O3</p> <p>Love, security and stability in happy family relationships</p>	<p>To recognise:</p> <ul style="list-style-type: none"> ▪ how love is demonstrated ▪ that our Creator loves us ▪ how we can give and receive love from our family members ▪ the importance of security and stability in being happy in our family life
AUTUMN 2	<p>CARING FRIENDSHIPS O12</p> <p>Healthy, positive friendships and how they make us, and others feel</p>	<p>To recognise:</p> <ul style="list-style-type: none"> ▪ how to develop our character and akhlaq ▪ the importance of welcoming others and not excluding or making others feel lonely ▪ what it feels like to be excluded ▪ how to develop healthy, positive friendships
SPRING 1	<p>RESPECTFUL RELATIONSHIPS O19</p> <p>Practical steps to support respectful relationships</p>	<p>To recognise:</p> <ul style="list-style-type: none"> ▪ what it means to be respectful ▪ how to develop respect towards our peers and friends ▪ the importance of developing respect for our parents ▪ the steps to follow to develop respect for those who are different, or have different views to us
SPRING 2	<p>RESPECTFUL RELATIONSHIPS O20</p> <p>Different types of bullying and the impact of bullying</p>	<p>To recognise:</p> <ul style="list-style-type: none"> ▪ different types of bullying including online and how it affects people ▪ the impact of bullying on the health of those being bullied ▪ why some people may become bullies and how to help them ▪ strategies to help those being bullied and those that bully
SUMMER 1	<p>BEING SAFE O27</p> <p>Persistence in asking for advice and help</p>	<p>To recognise:</p> <ul style="list-style-type: none"> ▪ the process for, and steps to getting advice and help ▪ how to develop persistence in gaining help ▪ how to respond to those who you know or suspect are in unsafe situations ▪ the role we can play in our community in keeping people safe
SUMMER 2	<p>ONLINE RELATIONSHIPS O33</p> <p>Applying the same principles to online relationships as face-to-face relationships</p>	<p>To recognise:</p> <ul style="list-style-type: none"> ▪ the purpose of online communication ▪ that the same principles apply online as face-to-face ▪ Islamic perspectives on online behaviour ▪ the importance of developing a code of conduct when dealing with people

AUTUMN 1

FAMILIES O4

Characteristics of a healthy family including spending time together

To recognise:

- what it means to be committed and how we show commitment
- the benefits of spending time and sharing our lives with our family members, including extended family
- the status of parents and the elderly in Islam and how we show them the respect due to them
- the rewards in Islam for developing and maintaining ties of kinship

AUTUMN 2

FAMILIES O5

Problems in family life and family relationships

To recognise:

- that we sometimes have problems and ups and downs in our family relationships
- that when we resolve our problems our relationships can become strengthened
- how to deal with conflict with our family members
- the importance of developing humility and refraining from arguments to improve relationships and gain

SPRING 1

CARING FRIENDSHIPS O13

Problems in friendships and how to resolve them

To recognise:

- the qualities of strong healthy friendships which people have maintained over a long period of time
- the types of problems we may have in friendships
- how to reach resolutions in our problems by discussing and getting help from others
- how to develop self-reflection as a means of self-improvement

SPRING 2

RESPECTFUL RELATIONSHIPS O21

Responsibilities of bystanders and reporting bullying

To recognise:

- the long term effects of being bullied
- how to report bullying to adults
- the responsibility of bystanders to act when someone is being bullied
- how to get help if we are being bullied

SUMMER 1

BEING SAFE O28

Responding safely and appropriately to unknown adults including online

To recognise:

- how to respond to strangers in a range of scenarios
- Islamic perspectives to staying safe
- safety protocols when dealing with unknown people online, including adults
- where to get support and advice if we are worried about online safety

SUMMER 2

ONLINE RELATIONSHIPS O34

How information and data is shared and used online

To recognise:

- privacy and what this means
- how we can maintain our privacy online
- how our information and data is stored online
- Islamic perspectives on posting online

AMS RELATIONSHIPS EDUCATION Y6 MEDIUM TERM PLAN

1 AUTUMN 1	<p>FAMILIES O7</p> <p>Different types of families and how we respect differences</p>	<p>To recognise:</p> <ul style="list-style-type: none"> that families can be composed in different ways the importance of respecting families that are different to ours how some families support orphans and those in need through fostering and adoption how we can engage with or support the different families around us
1 AUTUMN 2	<p>FAMILIES O8</p> <p>Marriage, including legal perspectives</p>	<p>To recognise:</p> <ul style="list-style-type: none"> marriage in Islam different faith perspectives on marriage the legal definitions of marriage and civil partnerships that marriage in the United Kingdom is available to both opposite and same sex couples
SPRING 1	<p>CARING FRIENDSHIPS O15</p> <p>Managing conflict</p>	<p>To recognise:</p> <ul style="list-style-type: none"> that all relationships and friendships have ups and downs and what these look like that all friendships require work and investment which can become a means of strengthening them approaches to conflict resolution that violence and being abusive are not options when we are in conflict
SPRING 2	<p>RESPECTFUL RELATIONSHIPS O24</p> <p>Permission seeking and giving in relationships</p>	<p>To recognise:</p> <ul style="list-style-type: none"> how to develop and maintain boundaries in relationships with peers, friends and adults the importance of seeking permission in relationships in which situations we have to give permission to others what to do when permission is not sought by others, when it should have been
§ SUMMER 1	<p>BEING SAFE O30</p> <p>Getting advice and developing the confidence and vocabulary to report concerns of abuse</p>	<p>To recognise:</p> <ul style="list-style-type: none"> potential signs of abuse how we can develop confidence to report abuse the vocabulary required, and how to develop this when reporting concerns where to get advice and support when in need e.g. family, school and other sources
§ SUMMER 2	<p>ONLINE RELATIONSHIPS O36</p> <p>Critically consider online friendships and sources of information</p>	<p>To recognise:</p> <ul style="list-style-type: none"> what it means to critically consider something how to critically evaluate the information we access online the importance of being critical of online friendships especially with people we have not met Qur'anic perspectives on critical consideration

