



Health and Relationship Education Policy

7/17/2019

Reviewed: November 2020

Reviewed: 19.05.2021

Reviewed: May 2023

Next review: May 2025

Rationale:

The HRE programme at Al-Falah Primary reflects the school's religious and cultural ethos and values. It demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

"Schools should ensure that pupils are protected from teaching materials which are inappropriate, having regard to the age and cultural background of the pupils concerned."

'Health Relationships education HRE, are designed to ensure pupils are taught the knowledge and life skills they will need to stay safe and develop healthy and supportive relationships, particularly dealing with the challenges of growing up in an online world.'

Definition of Health and Relationship Education:

In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem. Meeting these objectives will require a graduated, age-appropriate programme and relationship education. Teaching methods need to take account of the developmental differences of children and the potential for discussion on a one to-one basis or in small groups. Schools should set a framework for establishing what is appropriate and inappropriate in a whole-class setting. Teachers may require support and training in answering questions that are better not dealt with in front of a whole class. It is important that the transition year before moving to secondary schools supports pupils' ongoing emotional and physical development effectively. As well as consulting parents more generally about the school's overall policy, primary schools should consult with parents before the transition year about the detailed content of what will be taught. Schools should have clear parameters on what children will be taught in the transition year before moving to secondary school. This should include:

- changes in the body related to puberty, such as periods and voice breaking;
- when these changes are likely to happen
- what issues may cause young people anxiety and how they can deal with these;

What Health and Relationship Education is provided at Al-Falah and who is responsible for providing it:

Our HRE education comes within the PSHE, SMSC and Science teaching, with elements also contained in the science curriculum. It is taught by the class teachers, who are accompanied by teaching assistants. We recognise that the children will have established different relationships with the adults in their classes - some may choose to voice concerns and ask questions of one and some of the other. It is therefore crucial that all members of staff are confident in the direction and parameters of the teaching for their own class. Al-Falah School believes in the importance of training for staff delivering HRE. Staff will access appropriate training and support to help them deliver effective HRE.

All the children in Al-falah
Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

* that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

* how important friendships are in making us feel happy and secure, and how people choose and make friends.

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing into

the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

- how to recognise and report feelings of being unsafe or feeling bad about any adult.

In Year 1: the children develop their understanding of how to keep themselves clean and healthy; they begin to recognise safe and unsafe situations and identify and be able to talk to someone they trust. As part of their learning in science, the children learn that they are growing and changing and think about their developing independence.

In Year 2: in science the children study life cycles, often hatching eggs or studying caterpillars. This develops in to discussion of male and female and naming body parts accurately. Affect of sweets, fizzy drinks and fast food that make people life unhealthy (obesity).

In Year 3: in PSHE the children develop their learning about relationships, their rights and responsibilities and keeping themselves safe. Teaching reinforces understanding about 'safe' people to talk to. In science the children learn more about the human body and keeping themselves healthy.

In Year 4: In science the children learn more about the human body, including revising the scientific names of body parts and life cycle of frog. In PSHE they discuss recognising and dealing with bullying, including respecting other people's viewpoints and beliefs. They learn about managing their own feelings, recognising their own worth and to identify positive things about themselves and others.

In Year 5: In science the children learn about the human life cycle. Life processes are discussed, including the physical changes that take place at puberty, why they happen and how to manage them. In PSHE, the children continue to develop their understanding of rights and responsibilities in relationships and recognition of the differences between families, cultures and beliefs.

In Year 6: In science the children develop their understanding of human conception and childbirth. This is also considered in relation to PSHE lessons, where the children discuss the responsibilities involved in parenthood and the need for stable, trusting families. They consider the changes to their own bodies and how they can manage their own relationships.

Parental responsibility

We recognise that Parents/Carers have the primary responsibility for their children's relationship education. The education undertaken in school is intended to be a formalisation of that teaching and to ensure that all children have had the appropriate teaching.

Dealing with Questions

Both formal and informal HRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. For some answers, the children will be referred to their own parents. The school believes that individual teachers must use their skill and discretion in this area and refer to designated member of staff for Child Protection if they are concerned.

The PSHE Policy; Equality Policy; Child Protection Policy; Behaviour Policy and Science Policy.

Confidentiality

The school has a separate Child Protection Policy. As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he will speak to the Head teacher who will take appropriate action. All staff are aware that they cannot offer secrecy to the child if they are believed to be in danger.

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DFE - final)

Religion and belief, including teaching in schools with a religious character

19. A good understanding of pupils' faith backgrounds and positive relationships between the school and local faith communities help to create a constructive context for the teaching of these subjects.

20. In all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Schools must ensure

they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

21. All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as controversial.

22. In all schools, teaching should reflect 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 legal implications of decisions they may make.

Flexibility 114. (DfE)

Schools will retain freedom to determine an age-appropriate, developmental curriculum which meets the needs of young people, is developed in consultation with parents and the local community. Schools must also comply with the relevant provisions of the Equality Act as noted earlier. Where appropriate this may also require a differentiated curriculum. Schools have specific duties to increase the extent to which disabled pupils can participate in the curriculum.

By the end of primary (HRE)

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult

- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

Delivery

Sex education (Primary)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content

on sex education to meet the needs of their pupils. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively.

Alfalah ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children. In our schools, head teacher must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

Delivery

- Planned PSHE and science lessons
- Assembly and through SMSC
- Online safety via ICT
- Separate lessons with boys and girls
- Pupils will be taught
- Embedded within other topics

Parental consultation

- Three parent's consultation were made and we will continue to consult parents if the need arises

Staff training

- Training provided by AMS and
- Inset run at Al-Falah