



## Relationship and Sex Education (RSE) and Health Education Policy

### Introduction

This policy has been written to ensure we are meeting the requirements of the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance issued by the DfE in 2019.

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. They also make Health Education compulsory in all schools except independent schools. Personal, Social and Health Education (PSHE) continues to be compulsory in independent schools. (DfE Guidance, 2019)

### Parties involved in the policy's development and consultation

- PSHE Subject leaders
- Head teacher
- Governing body
- Parents contributing feedback and views about HRSE provision
- Pupils

### Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the Autumn term, 2020. Monitoring of the HRSE Policy is the responsibility of the head teacher, named governor (Maulana Yahya Nadat), and PSHE leaders.

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers' planning and feedback from parents. The effectiveness of the HRSE programme will be evaluated by assessing children's learning and implementing change if required.

This policy document is available to view on the school web site.

### Dissemination

The policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school website and a copy is available in the school office.

## **Aim**

At Azhar Academy Primary School, HRSE reflects the school's vision and values which demonstrate and teach the skills, knowledge and understanding pupils need to lead confident, healthy lives to become aspire, achieve, progress and succeed.

HRSE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others. Through this programme we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

HRSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices. We believe that HRSE must include information about physical, moral and emotional development and the school will ensure that pupils are given information appropriate to their age and stage of development.

Azhar Academy Primary School believes in working in partnership with parents and carers and understands the importance of sharing our HRSE programme with families so that they are able to support their children's physical, moral, mental wellbeing and emotional development at home.

Through this policy we work together to promote the following skills:

- To help pupils develop feelings of self-respect, confidence and empathy
- To promote responsible behaviour
- To provide the knowledge and information to which all pupils are entitled;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To understand the importance of safe and stable relationships that promote respect, love and care;
- To help pupils develop skills (language, decision making, choice, assertiveness, resilience) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to relevant information and support;
- To develop skills for a healthier, safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To develop resilience and positivity when responding to influences that may affect body image;
- To reinforce and develop pupils' understanding of how to stay safe online;

- To teach pupils the correct vocabulary to describe themselves and their bodies
- To respect and care for their bodies;
- To be prepared for puberty and adulthood, and give them an understanding of sexual development and the importance of health and hygiene
- To respond to the needs of pupils and parents/carers by providing accurate knowledge of sexual matters at a level suitable to children's age and understanding and to dispel myths and rumour.
- To accept diversity and differences and the importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender;
- To prepare students to be positive, active citizens in modern Britain.
- Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols.
- To place an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help as needed for themselves or others.
- To ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary HRSE curriculum.

## **Values and virtues**

The HRSE provision will be delivered in accordance to our school mission statement to instil Islamic values in our pupils which enriches the entire school community, promotes community cohesion and inspires an awareness of duty towards Allah, His Noble Messenger and the entire humanity.

Therefore, our programme enshrines Islamic values in accordance to the Quranic verse; 'Allah loves those who do good' (3:135) and 'the reward of goodness is nothing but goodness' (55:61) to emphasise the importance of being courteous, tolerant and kind to each other to promote community cohesion, stable relationships and respect for other ways of life in accordance to British values.

## **Objectives**

To develop the following **attitudes and virtues**:

- respect for the dignity of every human being – in their own self and others;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing the Islamic perspective of tolerance and respect on sexuality.
- recognising the importance of marriage and family life.

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, 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 so developing the ability to assess pressures and respond appropriately;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

### **To know and understand:**

- the Islamic teaching on relationships in accordance to the Quran verse: 'O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted. (49:13). This verse highlights that God has made us different for recognition, and that righteousness is overcoming any differences and building relationships with respect.
- the Islamic teaching on marriage and the importance of marriage and family life;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction;
- the awareness of their own safety and the nature of consent
- about friendships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion;
- about the media and their choices, about what to watch, what games to play, what rules apply, especially when using social media, and that the dignity of all does not just apply to people who are physically seen, it applies to online relationships too.
- How to keep themselves and others physically and mentally healthy and safe
- The language used to seek help as needed for themselves or others for their mental and physical wellbeing.

### **How Relationships and Sex Education is organised in the curriculum**

HRSE is not delivered in isolation, but firmly embedded in all curriculum areas including Islamic, Personal, Social and Health Education (iPSHE), Science, Computer Science, Religious Education and Islamic Studies. Many aspects of HRSE are taught

throughout the year, whilst some specific age-related aspects are delivered at pre-planned points in our curriculum. All curriculum overviews are available to view on the school website.

### **Balanced curriculum**

Whilst promoting Islamic values and virtues, we will ensure that pupils are offered a balanced programme by providing an HRSE programme that promotes tolerance and respect. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to HRSE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Islamic teaching.

### **Inclusion**

The HRSE policy reflects and is in line with the schools' Equality and Diversity policy and the school ensures that the HRSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. HRSE strives to meet the needs of all pupils and answers appropriate questions and offers support. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at Azhar Academy Primary School and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children. Please refer to the Equality and Diversity policy for more information.

### **Programme / resources**

Appendices to this policy provide further information about the programme and resources for suggested use.

Teaching strategies will include:

- establishing ground rules
- discussion
- project learning
- reflection

- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

Students will be assessed through questioning, self-reflection, book marking and feedback. The responsibility of this will be held by the form tutors and iPSHE leaders.

### **Parental rights to withdraw their children**

Parents have the right to withdraw their children from all, or part of Sex Education curriculum, except for those parts included within the National Curriculum for Science, which are statutory. We believe that the controlled, Islamic environment of the classroom is the safest place for this curriculum to be followed.

Parents are also informed that the HRSE curriculum is an essential vehicle in supporting a school's statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social and cultural development of pupils,
- foster British values, and
- prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.
- To also understand those who come from different religious, ethnic and cultural backgrounds from them

As a primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. This policy has been written in accordance with the statutory guidance document 'Relationships and Sex Education (RSE) and Health Education'(DfE,2019).

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within the iPSHE lessons.

Children cannot be withdrawn from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe. However, those parents/carers wishing to exercise the right to withdraw their child from part or all of sex education are invited to write to the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

### **Responsibility for teaching the programme**

Responsibility for the specific relationships and sex education programme lays with the iPSHE leader and Curriculum leaders of Science, and Islamic Studies.

However, all Islamic Studies and National Curriculum staff will be involved in developing the attitudes and values aspect of the HRSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

### **External Visitors**

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of HRSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions.

It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with our school ethos and values.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Islamic principles and practice.

### **Pupil Involvement**

We involve pupils in the development of the HRSE curriculum through the Teaching and Learning approach, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views. The PSHE leaders will provide regular opportunities for feedback through forms and questionnaires. The School council will also play a role in promoting pupil involvement with the HRSE provision.

### **Questions Raised by Pupils**

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.

A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age, values and stage of development.

Teachers will use their professional skill and discretion before answering questions and if necessary, will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents, form tutor or iPSHE leaders.

Teachers are aware that effective HRSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue.

The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Leads (DSLs), Mrs S Ahmed, Mrs S Alam and Mrs F Iqbal, should be informed. If the DSLs are not able to be contacted, a member of the Senior Leadership Team should be consulted.

No adult should ever promise confidentiality to a child, as per the school's Safeguarding Policy.

### **Links with other Policies**

Due to the nature of the subject, this policy should be read and implemented in conjunction with the following policies:

- Safeguarding and Child Protection Policy
- E-safety policy
- Prevent and Protecting Pupils from Violent Extremism Policy
- Community and Social Cohesion Policy
- Equality and Diversity Policy
- Forced Marriage Policy
- Anti-Bullying Policy

**Date of Policy:** October 2023

**Review of Policy:** October 2025



## Appendix – Primary overview

### Relationships

|                             |   |
|-----------------------------|---|
| <b>Relationships Year 2</b> |   |
| C1/C4                       | Virtues of Respect                        |
| C1                          | Importance of respecting differences      |
| C1                          | Importance of respecting differences      |
| C4,<br>E1                   | Rights of a child and others              |
| C5                          | Show respect to others                    |
| C7                          | Not judging others                        |
| <b>Relationships Year 4</b> |   |
| C6                          | Respecting diversity in cultures          |
| C6                          | Respecting differences within communities |
| C3                          | Knowing myself and my feelings            |
| C3                          | Self esteem                               |
| C4                          | Rights of a child and others              |
| C7, E1, E2                  | Personal boundaries                       |

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|-----------------------------|---|
| <b>Relationships Year 6</b> |   |
| C2                          | Identifying Mahrams                               |
| C2                          | Gender interactions                               |
| C2                          | Modesty   |
| C1                          | Different types of relationships                  |
| C4                          | Rights and responsibilities                       |
| C7                          | Recognising Stereotypes and how to deal with them |
|                             | Physical body changes – Part 2                    |

### Families

|                        |   |
|------------------------|---|
| <b>Families Year 2</b> |   |
| A2                     | Identify their special people   |
| A2, A1                 | What makes people special and how special people should care for one another    |
| A6,E5                  | What makes them feel unhappy or unsafe and how to seek help or advice if needed |
| A3                     | What is a community and different communities around them                       |
| A3                     | To identify and respect the differences and similarities between people         |
| A5                     | Marriage in Islam   |
| <b>Families Year 4</b> |   |
| A5                     | Marriage in Islam and concept of family   |
| A5                     | Virtues of Marriage in Islam  |
| A4/A3                  | Different types of relationships  |
| A4/A3                  | Different types of families   |
| A6, E5                 | Healthy and unhealthy relationships (   |

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| A2 | Importance of spending time with each and sharing each other's lives (in families) – Bring your important person to school day |
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| <b>Families<br/>Year 6</b> |                                 |
| A3                         | Different type of families      |
| A3                         | Different type of families      |
| A5                         | Forced and arranged marriages   |
|                            | Marriage separation and divorce |

### Friends

|                           |   |
|---------------------------|---|
| <b>Friends<br/>Year 1</b> |   |
| B1                        | Importance of friendship                            |
| B2,E1                     | How to be a good/bad friend                         |
| B3                        | Making ourselves and others feel positive           |
| B4                        | How to manage conflict                              |
| B5/C5                     | Recognising Bullying and what to do                 |
| B5/C5                     | Being a bystander for Bullying                      |
| <b>Friends<br/>Year 3</b> |   |
| B1,E1                     | Choosing friends that make us feel happy and secure |
| B1                        | Influence of friends                                |
| B1                        | Treating others how you would like to be treated    |
| B4                        | How to manage conflict                              |
| B5/C5                     | Bullying – being left out                           |

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|---------------------------|---|
| <b>Friends<br/>Year 5</b> |   |
| B4                        | Importance of team work and respect   |
| B2                        | Impact of bad and good friends  |
| B3                        | Seeing things from others point of view and accepting others views and opinions |
| B4                        | How to manage conflict  |
| B5/C5                     | Bullying  |

### Wellbeing and mindfulness

|   |   |
|---|---|
| <b>Wellbeing and<br/>mindfulness<br/>Year 2</b> |   |
| F   | What makes you feel happy and makes you feel sad                                  |
|   | Can identify how different emotions feel and look                                 |
| B1/F2   | How to manage feelings  |
|   | Scale of feelings   |
| F7  | How to deal with loss   |
|   | Recognise what they can do to help themselves or others who maybe feeling unhappy |

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| <b>Wellbeing and mindfulness<br/>Year 4</b> |  |
| F6  | Try something new – overcoming challenges  |
| F6  | Celebrating your own and other’s achievements  |
|   | Set goals  |
| F2  | Growth mind-set  |
| F2  | Growth mind-set  |
| F6  | Students present their skill which they have learnt over the 6 weeks and explain how they have overcome and challenges that came their way |
| F7  | How to deal with hardships (Islamic)   |

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| <b>Wellbeing and mindfulness<br/>Year 6</b> |   |
| F2  | How to deal with feelings – anger and patience  |
| F2  | How to deal with feelings – anxiety - SATs  |
| F2  | How to deal with feelings– gratitude  |
|   | How to deal with grief and bereavement  |
| F2  | Understand how different emotions can be dealt with differently   |
|   | How change is dealt with and how it will affect everyone at some point in their life and positively coping with times of change |
|   | Transition to secondary school  |
| F10   | What is mental health emotion, feelings and moods – how we think, feel and behave   |
| F10   | Everyone has state of mental health that changes frequently; that any one state is not necessarily permanent                    |
|   | What can affect mental health and how to deal with this   |
|   | How to deal with stress   |
| F3  | Everyday ways of looking after mental health and can explain importance   |
| F8  | Stigma of mental health and negative effect   |
| F6  | How to have positive effect on mental health  |

### Being healthy and growing up

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| <b>Being healthy and growing up<br/>Year 1</b> |   |
|  | Healthy eating  |
|  | Dental health   |
|  | Physical health   |
|  | Personal hygiene  |
|  | How diseases spread and prevention  |
|  | Household products that can be harmful if not used correctly (                        |
|  | ‘Special people’ who work in the community to look after them and how to contact them |

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| <b>Being healthy and growing up<br/>Year 3</b> |  |
|  | The importance and what is a balanced lifestyle - Sun damage<br>Still needs to be covered - Sleeping well, eating well, exercise |
|  | The importance and what is a balanced lifestyle - Germs and handwashing  |
|  | Basic first aid course – How to call for help  |
|  | Basic first aid course – How to deal with head injuries  |
|  | Growing up   |
|  | How and why alcohol and smoking can damage your health and safety  |

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| <b>Being healthy and growing up<br/>Year 5</b> |   |
|  | Puberty and changes in boy's and girl's bodies  |
|  | Emotional changes   |
|  | Girls - Menstrual well-being and menstrual cycle<br>Boys - Puberty and Wet dreams               |
|  | Importance of personal hygiene and cleanliness  |
|  | Islamic responsibility of puberty   |
|  | Restricted and illegal drugs. How and why drugs/energy drinks can damage your health and safety |
|  | Obesity   |