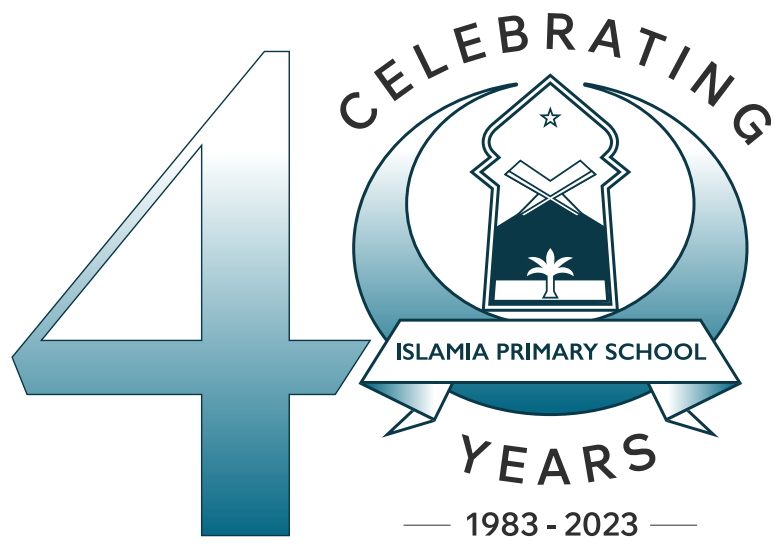




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| Approved by:        |  |  |
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ISLAMIA PRIMARY SCHOOL  
ESTABLISHED 1983

## Relationships and sex education policy

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## 1 AIMS

*The aims of relationships and sex education (RSE) at Islamia Primary School are to:*

- View that sex education in the school will be linked with RE (Islamic studies) Science and PSHE and that should work in partnership with parents. At no stage do we teach children sexual terms other than to use the correct anatomical terms during science or preparation for puberty workshops.
- Prepare pupils for puberty, personal hygiene and enable pupils to become healthy, safe, self-directed, responsible and modest members of society.
- Help pupils develop feelings of self-respect, confidence and empathy
- Understand positive and safe relationships of all kinds with family and friends
- Understand alternative families, different lifestyles and protected characteristics
- How to treat each other with kindness, and recognizing the difference between online and offline friendships
- Relate RSE to the school's values (Respect, Love, Honesty, Sharing, Patience, Striving)

## 2 STATUTORY REQUIREMENTS

As a maintained faith primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Islamia Primary School we teach RSE as set out in this policy.

## 3 POLICY DEVELOPMENT

*This policy has been developed in consultation with staff, governors, pupils and parents. The consultation and policy development process involved the following steps:*

1. Review – the SLT 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/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy, content taught and resources
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4 DEFINITION

RSE is lifelong learning process of acquiring information about the emotional, social development of pupils and involves learning about relationships, health, lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

## 5 CURRICULUM

In Islamia Primary School, we use Jigsaw to teach the RSE Content but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our RSE curriculum, see Appendices 1 and 2.

## 6 DELIVERY OF RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils in year 6 sessions on puberty changes and diverse relationships in community.

*Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:*

- Families and people who care for me
- Caring friendships
- Respectful relationships and different life styles
- Positive & Safe Relationships (year 6 only)
- Keeping safe and healthy
- Online friendships
- Puberty (year 6 only) Personal Hygiene
- Maintaining modesty (year 6)

For more information about our RSE curriculum, see Appendices 1 and 2.

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, 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).

## 7 ROLES AND RESPONSIBILITIES

### 7.1 The governing board

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

### 7.2 The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school

### 7.3 Staff

*Staff are responsible for:*

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Teachers teach RSE during circle time/ Science lessons/RE/PSHE lessons and do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

### 7.4 Pupils

Pupils are expected to engage discuss issues related to RSE, treat others with respect and sensitivity.

## **8 PARENTS INVOLVEMENT**

*We recognize that the primary role in children's sex education lies with the parents and carers. We seek to build a positive and supporting relationship with the parents of children at our school and the Wider Community through mutual understanding, trust and co-operation. In promoting this objective, we:*

- Hold parent meetings where the RSE resources and policy is discussed
- Inform parents about the school's sex education policy and practice through the school website.
- Answer any questions that parents may have about the sex and relationship education of their child.
- Take seriously any issues that parents raise with teachers or Governors about this policy or the arrangements for sex and relationship education in school.
- Reassure parents that the personal beliefs and attitudes of staff will not influence the teaching of RSE, all those contributing to the programme are expected to work within the aims and objectives listed above.
- Work closely with valued members of the community such as members of the Local Health Authority

## **9 TRAINING**

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

The head teacher 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.

## **10 MONITORING ARRANGEMENTS**

*The delivery of RSE is monitored by the head teacher through:*

- planning scrutiny
- learning walks
- regular conversations with staff and pupils

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by SLT. At every review, the policy will be approved by the Governing Body.

## APPENDIX

### APPENDIX 1: BY THE END OF PRIMARY SCHOOL PUPILS SHOULD NOW

| TOPIC                                        | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Families and people who care about me</b> | <ul style="list-style-type: none"> <li>That families are important for children growing up because they can give love, security and stability</li> <li>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</li> <li>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</li> <li>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</li> <li>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul> |
| <b>Caring friendships</b>                    | <ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>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</li> <li>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</li> </ul>                    |
| <b>Respectful relationships</b>              | <ul style="list-style-type: none"> <li>That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>That the same principles apply to online friendship as to face-to-face friendships, including the importance of respect for others online including when we are anonymous</li> <li>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>How information and data is shared and used online</li> </ul>                                                                                                                                                                                                                                                                           |

## APPENDIX

| TOPIC                                             | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Online friendships</b>                         | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online friendship as to face-to face friendships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>                                                                                                                                                                                                                                                                                                                                                      |
| <b>Positive &amp; Safe Relationships (year 6)</b> | <ul style="list-style-type: none"> <li>• What is friendship?</li> <li>• What makes a good friendship?</li> <li>• What makes a bad friendship?</li> <li>• What makes a family?</li> <li>• What relationships are there in a family?</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How can we strengthen family relationships?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Keeping safe and healthy</b>                   | <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> <li>• How to stay clean and healthy</li> </ul> |
| <b>Puberty &amp; Personal Hygiene (Year 6)</b>    | <ul style="list-style-type: none"> <li>• Key facts about puberty</li> <li>• Physical changes to your body</li> <li>• Emotional changes</li> <li>• Menstrual cycle and wellbeing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Maintaining Modesty (year 6)</b>               | <ul style="list-style-type: none"> <li>• Modest dress sense</li> <li>• Interaction with the opposite sex</li> <li>• Protecting eyes and ears</li> <li>• Recognizing abuse and how to report concerns (incl. FGM)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |