



Nourishing the fitrah of each unique child

Relationships and Sex Education (RSE) Policy

"We made you into nations and tribes, so that you may know each other."

(Surah Al Hujurat, 49:13)

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Review:

Relationships and Sex Education (RSE) Policy

From 2020, Relationships Education was made compulsory in all primary schools in England and Relationships and Sex Education (RSE) was made compulsory in all secondary schools.

This is in response to the identified risks children and young people may face through their increased online activities and the need to support them to be safe and healthy, and manage their academic, personal and social lives in a positive way.

What is Relationship Education?

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. This will create opportunities to ensure children are taught about positive emotional and mental wellbeing and how friendships can impact on this.

Children will also be taught (in an age-appropriate way) to recognise and report different types of abuse, including emotional, physical and sexual. This will include focusing on boundaries and privacy so that children understand that they have rights over their own bodies and know how to seek advice when they suspect or know something is wrong. There will also be opportunities to teach children about boundaries with their peers, including when they are online, and ensuring they learn that where abuse takes place it is never the fault of the child who is abused.

Aims

At Unique Academy, we will be implementing Relationships Education and RSE for pupils from lower key stage 2 (Year 3) and above. To ensure this is effective the school will ensure:

- An age-appropriate curriculum which adheres to the schools Islamic values is delivered, shared and followed
- A clear policy is in place that includes parental rights to request that their child be withdrawn
- For SEND pupils, the head teacher will jointly discuss with parents if a pupil's specific needs to be taken into account when making decisions about whether a pupil may be excused

Our Curriculum

Our school team will determine the age-appropriateness of the Primary Objectives set out by the DfE. 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.

A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. In order to align our RSE curriculum with our Islamic values, we will be using the AMS UK RSE curriculum, however, adapted and tailored to the needs of our pupils.

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. The Headteacher will 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.

These lessons will be taught in conjunction with our PSHE and Halaqah curriculum. Class teachers will teach PSHE and the Halaqah teacher will teach Relationship Education topics. Staff should refer to Annex A of Relationships Education and Health Education guidance from the DfE for further resources and teaching support.

DfE Primary Objectives

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

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

Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health;
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations;
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings;
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate;
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness;
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests;
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support;
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing;
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online);
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

Pupils should know:

- that for most people, the Internet is an integral part of life and has many benefits;
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing;
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private;
- why social media, some computer games and online gaming, for example, are age restricted;
- that the Internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health;
- how to be a discerning consumer of information online, including understanding that information, including that from search engines, is ranked, selected and targeted;
- where and how to report concerns and get support with issues online.

Physical health and fitness

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle;
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise;
- the risks associated with an inactive lifestyle (including obesity);
- how and when to seek support, including which adults to speak to in school if they are worried about their health.

Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content);
- the principles of planning and preparing a range of healthy meals;
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body;
- about safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer;
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn;
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist;
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing;
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary;
- concepts of basic first-aid, for example, dealing with common injuries, including head injuries.

Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes;
- about menstrual wellbeing, including the key facts about the menstrual cycle.

Assessment

All teachers should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. Teaching will be assessed using our Cornerstones formative assessment processes. Our assessment information will inform our teaching and planning as well as identify where pupils need extra support.

Monitoring and Evaluating

The Headteacher will monitor the impact of Relationships and Sex Education across the school. The effectiveness of the Primary Objectives will be evaluated through:

- Assemblies
- Halaqah
- Stories
- Pupil Questionnaires
- Parent Questionnaires

Dealing with Difficult Questions and Statements

Good practice allows children an open forum to discuss potentially sensitive issues. This in turn can lead to an increase in children disclosing abuse, or of teachers becoming aware of concerns about a child's wellbeing. Teachers should all understand how to respond to disclosures of abuse and report any concerns they may have, following the school's safeguarding procedures.

To support our team in having a joint approach, we have created the following guidance if a child asks a question that is deemed as beyond age-appropriateness or that is better dealt with on a 1-1 basis:

- The member of staff must acknowledge the question/Statement and state 'thank you for your question/thank you for sharing that, I'm going to write that down and we can talk about that together later'.

If a child makes a comment that fuels other children's comments then the member of staff should say the following 'I can see there are lots of questions/thoughts, I need to have thought about these so let's move on.'

Members of staff must seek advice from the Headteacher as soon as possible.

Safeguarding and Vulnerable Children

Any child that causes concern should be referred to DSL following the school's Child Protection Policy and procedures. If a child is finding the typical aspect of Relationships Education and PSHE difficult in a group/whole class context, staff should discuss this with a DSL.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school, however, as an Islamic school, we ensure that we cover these issues in line with our Islamic ethos. Sex education should 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.

Withdrawal

A copy of the RSE Policy will be available on the school's website & as a paper copy obtained through the school office. This explains in detail what children are required to know and at what age.

Parents'/carers' views and concerns about RSE will be sought through communication between school and home. Information evenings will be organised for the parents/carers of children of Key Stage 2 and they will be notified when particular aspects of sex & relationship education will be taught. Parents and carers are given opportunities to view and discuss any sensitive materials with regard to sex and relationships.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (see the long term plan on page 9 which indicates which lesson(s) these apply to).

Parental Engagement

This policy will be shared with all stakeholders and is available on the school's website. Parents will be encouraged to feedback their views and ideas regarding this policy and the school will respond appropriately. We will also hold a parents consultation on Relationships Education in order to share the contents of the curriculum.

Frequently asked questions by parents

Below are some commonly asked questions about Relationships Education in primary schools.

Question	Answer
It is against our beliefs to learn about different families.	We do not promote different relationships; however, schools also have a legal duty to promote the protected characteristics. In English law families can look different and schools are expected to teach pupils to be respectful and recognise that families will look different.
What if we don't have different families in our school?	All families are different, and we will teach pupils to be respectful of different family components which they may be experiencing or may come across in the future.
How will you teach about different families?	We will share resources and PowerPoints to support answering this question. Parents workshops will be delivered to detail the lesson content of relationships education lessons.
Why is all this changing?	The government guidance has been updated to ensure that it meets the needs of young children today.
Children are too young to learn this	We must ensure respect is fostered at a young age. We do not teach about sexual or romantic relationships. We focus on families and people who take care of us.
What will you teach about gender?	Children learn about boys and girls and respecting gender rights. Gender identity is not part of the curriculum.
What videos/books will you use?	There are no videos or external books used in the Relationships Education lessons.



RSE & PSHE in EYFS: Reception

Personal, social and emotional development is one of the three Prime Areas in the Statutory framework for the early years foundation stage. The prime areas, Communication and language, Physical development and Personal, social and emotional development, lay the foundations for children to achieve in all areas of learning and life. The early learning goals (ELG) below summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year in the Personal, social and emotional development prime area and are referenced along with the relevant non-statutory Development Matters guidance. Below, we present the EYFS: Reception content under the most relevant early learning goal, however, areas are also interrelated.

Communication and language	Personal, social and emotional development	Physical development
ELG: Self regulation	ELG: Managing self	ELG: Building relationships
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; -Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; -Explain the reasons for rules, know right from wrong and try to behave accordingly; -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> -Work and play cooperatively and take turns with others; -Form positive attachments to adults and friendships with peers; -Show sensitivity to their own and to others' needs.



RSE Curriculum Long Term Plan

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Cycle A Year 1 / 2	Families and relationships Introduction: Setting ground rules for RSE & PSHE lessons Family Friendships Families are all different Other people's feelings Getting along with others	Health and well being Understanding my feelings Relaxation - laughter and progressive muscle relaxation What am I like? Ready for bed? Hand washing and personal hygiene People who help us stay healthy	Safety and the changing body Communicating with adults People who help to keep us safe in our local community Road safety Safety with medicines Making a call to the emergency services My private parts are private	Citizenship Rules Similar, yet different Belonging Job roles in the community Our school environment Our local environment	Economic well being Money Needs and wants Looking after money Banks and building societies Jobs	Transition Transition lessons
Cycle B Year 1 / 2	Family and relationships Setting ground rules of RSE and PSHE Family Friendships Getting along with others Gender stereotypes Change and loss	Health and well being Understanding my feelings Steps to success Developing a growth mindset Being active Relaxation: Breathing exercises Healthy diet Looking after your teeth	Safety and the changing body Road safety Safety at home What to do if I get lost? The internet Appropriate contact My private parts are private Respecting personal boundaries	Citizenship Rules Similar, yet different The needs of others Caring for others: Animals Democratic decisions School Council Giving my opinions	Economic well being Money Needs and wants Spending and saving Banks and building societies Jobs	Transition Transition lessons
Cycle A Year 3 / 4	Families and relationships Setting ground rules and signposting Friendship issues and bullying The effects of bullying and the responsibility of the bystander Stereotyping - Gender Learning who to trust Change and loss - bereavement	Health and well being My healthy diary Diet and dental health Relaxation - stretches Wonderful me Celebrating mistakes My happiness	Safety and the changing body Be kind online Cyberbullying Privacy and secrecy First Aid: Bites and stings First Aid: Emergencies and calling for help Road safety	Citizenship Recycling / reusing Local community buildings and groups Local council and democracy Rules Rights of the child Human rights	Citizenship Spending choices Budgeting Money and emotions Jobs and careers Gender and careers	Transition Coping strategies Revisit and review
Cycle B Year 3 / 4	Families and relationships Setting ground rules and signposting Friendship issues and bullying Healthy families Stereotyping - Age/disability How my behaviour affects others Effective communication to support relationships Respect and manners	Health and well being My healthy diary Looking after our teeth Relaxation – visualisation Meaning and purpose - my role Resilience: breaking down problems Emotions Mental health	Safety and the changing body Fake emails Internet safety: age restrictions Consuming information online Tobacco First Aid: asthma Alcohol and tobacco	Citizenship Recycling? reusing Local community buildings and groups Local council and democracy Diverse communities Rights of the child Charity	Economic well being Spending choices Budgeting Money and emotions Jobs and careers Jobs for me	Transition Coping strategies Revisit and review

<p>Cycle A Year 5 / 6</p>	<p>Families and relationships Setting rules and signposting What makes a good friend Respecting myself Marriage Bullying Challenging stereotypes</p>	<p>Health and well being The importance of rest Embracing failure Going for goals Taking responsibility for my feelings Healthy meals Sun safety</p>	<p>Safety and the changing body Online friendships Staying safe online First Aid: Choking Alcohol Drugs, alcohol and tobacco: Influences</p>	<p>Citizenship Breaking the law Prejudice and discrimination Protecting the planet Contributing to the community Rights and responsibilities Parliament and national democracy</p>	<p>Economic well being Borrowing Income and expenditure Prioritising spending Risks with money Careers*</p>	<p>Identity What is identity? Gender identity? Identity and body image</p> <p>Transition Roles and responsibilities* Year 5: Puberty Year 6: Physical and emotional changes of puberty Year 5: Menstruation <u>Year 6: Conception</u> Year 5: Emotional changes in puberty <u>Year 6: Pregnancy and birth</u></p>
<p>Cycle B Year 5 / 6</p>	<p>Families and relationships Setting rules and signposting Friendship skills Respect Resolving conflict Stereotyping Challenging stereotypes</p>	<p>Health and well being Relaxation - mindfulness What can I be? Taking responsibility for my health The impact of technology on health Immunisation Physical health concerns Good and bad habits</p>	<p>Safety and the changing body Critical digital consumers Social media First Aid: Bleeding First Aid: Basic life support Year 5: Puberty</p>	<p>Citizenship Pressure groups Valuing diversity Food choices and the environment Caring for others Rights and responsibilities Parliament and national democracy</p>	<p>Economic well being Attitudes to money Keeping money safe Stereotypes in the workplace Gambling Careers</p>	<p>Identity What is identity? Gender identity? Identity and body image</p> <p>Transition Roles and responsibilities Year 5: Puberty Year 6: Physical and emotional changes of puberty Year 5: Menstruation <u>Year 6: Conception</u> Year 5: Emotional changes in puberty <u>Year 6: Pregnancy and birth</u></p>

* Those lessons which are underlined and in red denote those which parents have the right to withdraw their child from all/part of the lesson.

See PSHEC and RSE Policy and SOW for the RSE Schemes of Work.

