

RHE POLICY

DATE PALM STATEMENT of INTENT

At Date Palm our vision is for the School to ensure our pupils grow like a Date Palm tree – with **strong foundations, lofty branches and produce fresh fruit**:

- ✓ To build **Strong Foundations for Character Development** that:
Instil values; inspire each pupil; display best manners.
- ✓ To have **Lofty Branches of Educational Excellence** that will:
Provide a broad and varied range of experiences and learning opportunities; help each pupil progress and develop in all aspects; support their skills and talents.
- ✓ To produce **Fresh Fruit that provides services to their Communities** in order to:
Become responsible and confident citizens; make a positive difference; commit to charitable endeavours; become effective contributors towards Britain’s future.

Reviewed by	Position	Signature
Afsana Khanam	Deputy Head / DSL	<i>A.Khanam</i>
Saira Karim	Assistant Head	<i>S.Karim</i>
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Reviewed: May 2022

Next review date: May 2025



DATE PALM
PRIMARY

Building foundations for life

RHE Policy

What Is Relationship and Health Education?

Relationship and Health Education is lifelong learning about physical, moral, emotional and health development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life, regardless of the different forms it takes. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. This policy should be read in conjunction with:

- SMSC
- British Values
- Behaviour
- PSHCE

Aims and Objectives for Relationship and Health Education

The aim of RHE is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Relationship and Health Education are:

- To be faithful to the Islamic values while recognising the contemporary context in which we live in today.
- To provide the knowledge and information to which all pupils are entitled.
- To clarify/reinforce existing knowledge.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils' develop skills (language, decision making, choice, assertiveness) 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 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 respect and care for their bodies.
- To be prepared for puberty and adulthood.
- To explore and promote virtues which are essential to promoting respect and dignity.
- To form friendships and loving, stable relationships free from exploitation, abuse, and bullying.



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- To manage emotions within relationships, and when relationships break down, managing these with confidence, sensitivity, and dignity.
- To respectfully tolerating the choices of others, including when they conflict with their own views.
- To manage conflict positively and recognising the value of difference.

- To build resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet, and peer groups, and thus developing the ability to assess pressures and respond appropriately.
- To take care of mental wellbeing and knowing when and how to get help.

Statutory Guidance

This policy was drafted in consultation with parents, staff members and school governors and is in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE July 2019), Keeping Children Safe in Education (2022), The Equality Act 2010 and schools (DfE 2014) and other school policies.

Parental Consultation

A parent consultation was carried out in July 2022 to ascertain parents' views. The following curriculum was drafted in consultation with the parent body, staff members and school governors.

Implementation

Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

National Curriculum Science

Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.

Key Stage 2

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age.

Relationships education

The curriculum will focus on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to, family relationships, friendships and relationships with other children and with adults.”

This includes the topics of:

- families and of the people who care for me
- caring friendships
- respectful relationships
- online relationships and
- being safe

These will include safeguarding elements including children being able to report concerns or abuse. The curriculum will also cover 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 implications of decisions they may make.

Health education

The curriculum will focus on health and wellbeing ensuring pupils are able to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Puberty sessions are covered in KS2 with the following objectives covered by the end of Year 6:

1. Explain how to preserve my modesty.
2. Describe the changes people’s bodies go through during puberty and how we can look after our changing bodies.
3. Explain how to keep myself clean.
4. Describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.
5. Recognise that many things affect the way we feel about ourselves. Understand that there is no such thing as an ideal kind of body.
6. Understand that I should never be embarrassed or afraid to talk about puberty questions or concerns that I might have.
7. Recap reproduction in humans.
8. Understand and dispel gender stereotypes
9. Understanding the protected characteristics of the Equality Act 2010



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Balanced curriculum

Pupils have access to the learning they need to stay safe, healthy and understand their rights and responsibilities as individuals. Whilst promoting Islamic values and virtues and teaching in accordance with Islamic principles, pupils are presented with a range of viewpoints on issues so they understand the world they are growing into, without promoting actions and beliefs that conflict with Islamic teaching.

Resources

Teachers use Twinkl resources to deliver the RHE curriculum. They also complement some sessions with other effective resources such as the NSPCC 'Talk Pants and Join Pantosaurus' underwear rule.

RHE involvement

- Every child is entitled to receive RHE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.
- It is our intention for all children to have the opportunity to experience a programme of RHE at a level which is appropriate for their age and physical development with differentiated provision if required.

The organisation of Relationship and Health Education

Relationship and health education is delivered through Science, PSHE, Citizenship and Islamic Studies. Health and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors. It is also part of other areas of the curriculum such as Computing and Literacy.

A range of teaching methods which involve children's full participation are used to teach relationship and health education. These include use of video, discussion, looking at case studies, drama and role play. Resources to teach relationship and health education may include fiction, reference books, leaflets and extracts from video clips. Puberty sessions are usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant.

Child Protection

Teachers need to be aware that effective relationship and health education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.



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Dealing with Difficult Questions

Both formal and informal RHE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the member of staff responsible for safeguarding if they are concerned.

The Role of Visitors in regard to RHE

Visitors are invited into school because of the particular expertise or contribution they are able to make. All visitors are familiar with and understand the school's RHE policy and work within it.

Assessing and Monitoring

The RHE policy is to be reviewed every 3 years and appropriate amendments to be made where needed.