



Shalom Noam Primary School

Relationships and Health Education Policy

1. Aims

The aims of relationships and health education (RHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of physical development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Teach children the importance of keeping healthy and looking after their physical and emotional health. This includes exercise and to take every opportunity to walk or ride to school to help our environment and keep body and mind healthy.
- To teach children how to keep themselves safe in all situations.

At Shalom Noam, we follow the dictates of the Torah that states: 'Venishmartem Meod Lenafshosaichem' (Devarim 4:15) We have an obligation to look after ourselves and keep ourselves healthy. This guides our vision for our RHE curriculum. We aim to provide our children with the tools and skills they will need to ensure they are aware of what is needed to keep themselves healthy, well and safe in a range of situations. We will teach them that their bodies are special and need looking after and that emotionally, they need to feel safe and loved in order to thrive. We will help children identify suitable adults who can help them in a time of need and to understand the importance of mental health and wellbeing.

2. Statutory requirements

As a voluntary aided primary school we must provide relationships education to all pupils as per section 34 and 35 of the 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 issued by the secretary of state as outlined in section 403 of the

At Shalom Noam, we teach RHE as set out in this policy.

We also have statutory duties to actively promote British Values, comply with the Equality Act, keep our children safe and meet the changing needs of all families in our school community. This policy should be read in conjunction with the school:

- Safeguarding Policy
- Behaviour/Anti-Bullying Policy
- Online Safety Policy
- Equalities Policy
- SEND Information Report

3. Policy development

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff and governors were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to view the policy and make comments which were reviewed and given careful consideration
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships Education is about learning the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. We believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up.

We believe sex and healthy relationships education is best defined as ‘learning about physical, moral and emotional development.’ It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. (Sex Education and Relationship Education Guidance)

In this school, the teaching about health and relationships is part of the personal, social and health education curriculum. We teach children in the context of morality and individual responsibility. This allows children to ask and explore moral questions.

We aim to work closely with parents, carers and governors and to create an ethos that will ensure all pupils receive appropriate, accurate and honest answers to their questions. Should any questions about sex and healthy relationships not covered by our curriculum arise, we will consult with parents to ensure children are given age appropriate responses. We teach these concepts within the guidelines of our Torah whilst understanding that every person in our society deserves respect.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual

orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

5. Curriculum

We have developed the curriculum in consultation with parents, governors, 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.

Primary sex education is not compulsory in primary schools, and based on the wishes of stakeholders, parents and governors, we will be teaching health and relationships education. We will fulfil all the requirements of the national curriculum. Please refer to Appendix 1.

All schools, including Shalom Noam, have a statutory obligation to deliver the elements of Sex Education which fall under the National Science Curriculum for EY, KS1 and KS2. These are as follows:

Early Years- Early Learning Goals

Physical Development: Health and self-care

Personal, social and emotional development: Self -confidence and self-awareness, managing feelings and behaviour and making relationships.

Understanding of the World: People and Communities

Key Stage 1 (age 5-7)-Statutory Science curriculum

Year 1: Identify, name, label and draw the basic parts of the human body and say which part of the body is associated with each sense.

Year 2: Notice that animals and humans have offspring which grow into adults.

Describe the importance for humans to exercise, eat the right amounts of different foods and hygiene.

Key Stage 2 (aged 7-11)- Statutory Science curriculum

Year 5: Describe the life processes of reproduction in some plants and animals.

Describe the changes as humans develop to old age.

Year 6: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

6. Delivery of RHE (Relationships and health Education)

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of Sex Education are taught within the science curriculum, and other aspects are included in Kodesh lessons(RE). From September 2020, we will have a statutory obligation to teach Relationships Education and Health Education.

Relationships Education-by the end of Primary School, children will be taught about:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education-by the end of Primary School, children will be taught about:

- Growing up (Puberty)
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid

For more information about our PSHE curriculum, see Appendix 1.

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 a range of different 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 body

The governing body will approve the RHE policy and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school.

7.3 Staff

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Ensuring there is differentiation when required and that every child can access the RHE curriculum.

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

The Chol and Kodesh class teachers have joint responsibility for delivering this curriculum.

7.4 Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

Meeting the Needs of SEND Pupils

These lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education or health education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE, however, as this is not taught at Shalom Noam, it is not relevant.

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 headteacher may also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Mrs Aremband through:

Planning scrutinies, learning walks, pupil voice and book looks.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs Posen and Mrs Aremband annually. At every review, the policy will be approved by the governing body.

Headteacher:		Date:	
Chair of Governing Body:		Date:	

Appendix 1: Curriculum map

Core themes:	Relationships		Health and Wellbeing		Living in the Wider World	
	Social	Emotional	Physical	Relationships	Safety	Citizenship
תורה theme	ואהבת לרעך כמוך כל מה דשנא לך...	המכיר את מקומן (אבות) אם אין אני לי... (אבות) ספרי מוסר	ונשמרתם מאד...	כל ישראל ערבים קנה לך חבר	ונשמרתם מאד...	התפלל בשלומו של מלכות טוב לצדיק וטוב לשכנו
Year 1	Self Identity Things I like Speaking up and sharing opinions Where we live Together we can achieve more Dealing with Bullying	Understanding feelings Being special Standing up for yourself	My Body my business Sleep Healthy Food Keeping clean Safety Exercising Bodies	Making friends Breaking friendships and falling out Being a good friend Differences and similarities between people Respecting others Changes	How to call the emergency services Going for goals Jobs	School community My community Being neighbours Being British and living in Britain

Year 2	<p>Who are your VIP's</p> <p>Family</p> <p>Friends</p> <p>Falling out</p> <p>Working together</p> <p>Showing care</p>	<p>Setting goals</p> <p>Tackling new challenges</p> <p>Feelings of success</p> <p>Being thankful</p>	<p>The importance of exercise</p> <p>Our bodies</p> <p>Growing up</p> <p>Look at me now</p> <p>Life cycle of animals and humans</p>	<p>Everybody's different</p> <p>Taking part</p> <p>Families</p> <p>Homes</p> <p>School</p>	<p>Being safe</p> <p>Staying safe at home</p> <p>Road safety</p> <p>Staying safe online</p> <p>People who can help</p>	<p>Rights and responsibilities</p> <p>Protecting our rights</p> <p>Respecting other people's rights</p> <p>Is it fair?</p>
Year 3	<p>Together everyone achieves more through Heads Up</p> <p>Friendship and conflict</p> <p>Being considerate</p> <p>Recognising bullying</p>	<p>Recognising feelings</p> <p>Expressing yourself</p> <p>Standing up for yourself and others</p> <p>Making it right!</p>	<p>My body, my choice</p> <p>Good night, good day</p> <p>Good hygiene</p> <p>Healthy eating and nutrition</p> <p>Choosing healthy habits</p>	<p>Trust and appreciation for special relationships</p> <p>Celebrating difference and remaining friends</p> <p>Making new friends</p>	<p>How to call the emergency services</p> <p>Jobs and skills</p> <p>Drugs healing or harmful</p>	<p>Environmental change</p> <p>Living in Britain</p> <p>Democracy</p> <p>Rules, Laws and responsibilities</p> <p>Tolerance and respect</p> <p>Money matters</p>

<p>Year 4</p>	<p>Making friends Staying friends Healthy relationships Falling out and making up Bullying and anti-bullying</p>	<p>Happy minds-happy people Changes in life Dealing with emotions Always learning-understanding our strengths and areas for improvement What is resilience?</p>	<p>Why is exercise important? Eating Healthy Food Respect for myself and others Making Healthy and Safe choices</p>	<p>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help My special family-autobiography</p>	<p>New responsibilities Risks,hazards and dangers Under pressure Dangerous substances</p>	<p>Money Matters: How to create a successful business-The Fiver Challenge</p>
<p>Year 5</p>	<p>Communication Collaboration Compromise Care Shared responsibilities</p>	<p>Achieving and learning Positive attitude Future focus Equal opportunities Compliments and gratitude</p>	<p>Planning and preparing a range of healthy meals Keeping safe in the sun How does sleep affect me? Good dental health</p>	<p>Dealing with feelings Confidence Resilience Assertiveness</p>	<p>Road safety Personal Safety Technology safety</p>	<p>Rights and responsibilities Supporting others (Charity) Democracy</p>

<p>Year 6</p>	<p>Family and friends Responsibility for your actions Disagreement Making decisions and choices Secrets Resilience Growth mindset</p>	<p>Understanding calories and nutritional content of food Why should I eat healthy food? Drugs, alcohol and tobacco Personal hygiene Immunisations Growing up</p>	<p>First Aid Course Independent travel Transition to Secondary School</p>	<p>Global warming Tolerance and respect for all</p>
<p>Whole school:</p>	<p>Anti-bullying Day Keeping Safe assembly</p>	<p>Mental Health and Wellbeing Day Shema Koli-personal safety workshops Caring for the environment and ensure our footprint is minimized, in line with our School Travel Plan</p>	<p>Internet Safety Day Our World Week-different people, different cultures Different types of families assembly</p>	