

Al-Khair Prep School

PSHE and RSE Policy



Approved by:	GB	Date: Sept 2023
Last reviewed:	September 2022	Almas Iqbal
Next review:	September 2024	GB

Contents

1. Aims	2
2. Statutory requirements	3
3. Policy development	3
4. Definition	4
5. Delivery of PSHE/RSE	4
6. Assessment.....	4
7. Roles and responsibilities	6
8. Parents' right to withdraw	7
9. Training	7
10. Monitoring arrangements	7
11. Appendix 1: curriculum map	8

1. Aims

Our Islamic values underpin our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other.

Wherever possible we make close links between our values, faith and PSHE curriculum.

Personal, social, health and economic education (PSHE) are an important and necessary part of all pupils' education. Through a planned SOW of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future.

As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community. Our school is committed to serving its community and surrounding areas.

We recognise the multicultural, multi faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them.

At our school we embrace the British Values of: Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs. We want our

children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

1.1 RSE and PSHE

We firmly believe that 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.

The aims of relationship education (RSE) 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 sexual 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 sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Educate pupils about the religious and moral aspects of relationships that are found in the Islamic teachings while also teaching respect and tolerance of other views and lifestyle choices.

2. Statutory requirements

Al-Khair Prep School

The Department for Education is introducing compulsory Relationships Education for primary pupils from September 2021. Also, from September 2021 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

Sex education is not compulsory in primary schools. Independent schools do not have to follow the National Curriculum and are therefore not required to teach the elements of sex education in the science curriculum.

At Al-Khair we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group 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 send feedback about the policy and provide opinions.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with executives and ratified
6. PSHE/Citizenship should reflect and be reflected in the values and ethos of Al Khair Prep School Behaviour Policies, SEN Policy, Safeguarding (Child Protection) Policy, Equal Opportunities Policy, Disability Equality Scheme, Health and Safety Policy and Staff Code of Conduct.

4. Definition

‘Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education’ (National Curriculum, 2014)

‘Young people need the opportunity to receive high-quality PSHE and RSE at school. They have a right to information that will help keep them healthy and safe.

PSHE also has a role to play in developing character and resilience, and has a positive effect on academic outcomes. (House of Commons Education Committee, Life lessons: PSHE and RSE in schools 2015) ‘This area of learning lays the foundations for long-term wellbeing and contributes to children’s social, economic and physical development. It is central to their development as confident individuals.’ (QCDA, 2010) Teaching and learning about PSHE

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy 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, the school will not teach Sex Education as part of the curriculum.

5. Delivery of PSHE and RSE

The curriculum has been developed to meet the aims stated above. It is considered flexible and not overly prescriptive; it is recognised that the subject requires the teacher to be at times reactive to circumstances that arise and to children’s needs.

The content of our PSHE SOW (schemes of work) is largely addressed in the classroom in a cross-curricular approach, for example in Science, RE, PE or Humanities. Circle Time provides a useful platform for discussing pertinent topics with our youngest children.

The content of these sessions may be planned according to our SOW, or may arise from issues and questions raised by the children in response to their experiences.

Key stage assemblies and whole school assemblies provide a useful forum for imparting and discussing information, experiences and attitudes. Similarly, the time spent out of the classroom in the playground and dining hall can be a positive learning opportunity. As such the whole school, including non-teaching staff, support the SOW. In addition to these class-based lessons, pupils are given the opportunity to hear a diverse range of outside speakers covering relevant topics. National awareness weeks are also reflected upon and used as a spur for activities.

At Al-Khair Prep RSE is taught as part of the wider curriculum from the perspective of human relationships and family as a key component of the wider society. It is also taught within Islamic studies and through school assemblies and the sermons delivered as a part of the Friday prayer (Jummah).

Pupils are supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

We are also appreciative of and are sensitive to the diversity of backgrounds in our School Community. We are aware of the children's various needs and will match our SOW to the age, experiences and maturity of our children and will adjust it accordingly. Further details can be found in the Equal Opportunities Policy.

6. Assessment

It is important that PSHE work is evaluated and assessed by Teachers because we must be able to:

- monitor our provision;
- give us and pupils (and parents) feedback about their progress and how their learning might be improved;
- improve learning and increase pupils' motivation;
- help pupils to reflect on and identify what they have learnt. However, formal assessment/marking in PSHE is not undertaken as in other subjects. This would be inappropriate as young people's self-esteem, for example, is not linear, but may rise and fall according to the complexities of developing life. Evidence of learning comes from:

- improved attitude and behaviour in class and around the School;
- increased awareness of courtesy, trustworthiness and respect.
- increasing ability to form constructive relationships with one another, teachers and other adults;
- increasing understanding of the impact the individual makes on others;
- increasing respect for the differences between people, particularly their feelings, values and beliefs;
- an increasing ability to show initiative and take responsibility.

7. Roles and responsibilities

7.1 The GB

The GB will approve the PSHE and RSE policy and hold the headteachers to account for its implementation.

7.2 The headteacher

Each Headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 7).

7.3 Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSE
- Ensuring that PSHE and RSE is taught within the context of Islamic values and norms in accordance with the vision and ethos of the school.

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

7.4 Pupils

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

8. Parents' right to withdraw

Parents and carers may NOT withdraw their children from Relationships Education or Health Education in primary School.

This includes families; friendships; respectful relationships; online relationships and being safe.

As part of Health Education it states that children will be required to learn about; mental wellbeing; internet safety and harms; physical health and fitness including exercise, healthy eating, drugs, alcohol and tobacco, hygiene; health prevention and basic first aid. Children will also learn about puberty and menstrual health and wellbeing as part of Health Education.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

8. Training

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

The headteacher will also invite visitors from outside the school, such as, police, fire brigade, and school nurses to provide support and training to staff teaching PSHE and RSE.

9. Monitoring arrangements

At Al-Khair Prep school the delivery of PSHE and RSE is monitored by the Headteacher.

Appendix 1: By the end of primary school pupils should know

Topic	Pupils should know
Families and people who care about me	<ul style="list-style-type: none"> · 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	<ul style="list-style-type: none"> · 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

- 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

<p>Online relationships</p>	<ul style="list-style-type: none"> · 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
<p>Being safe</p>	<ul style="list-style-type: none"> · 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 e.g. family, school and/or other sources