



Barnet Hill Academy
FAITH • EXCELLENCE • KNOWLEDGE

Relationships & Sex Education Policy

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v6.0



Context

Relationships Education in all Primary schools and Relationship and Sex Education in all Secondary schools is a compulsory part of the National Curriculum from September 2020. The Government guidelines acknowledge that content should be delivered appropriately with regard to age and development and that it must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents with the aim of providing pupils with the knowledge they need of the law.

Relationship & Sex Education (RSE)

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes in keeping with the teachings of Islam through the Qur'an and the practice of the Prophet Muhammad (SAW).

At Barnet Hill Academy, RSE is taught within the Islamic Studies, the personal, social, health and economic (PSHE) education curriculum and Science curriculum, and aims to help children develop:

- Self-esteem and self-awareness.
- An understanding of their own and others' rights.
- A positive attitude towards themselves
- An understanding of their own bodies.
- An awareness of the right they have over their own body.
- The ability to take responsibility for and accept the consequences of their own action.
- The skills needed for successful relationships.
- A beneficial attitude towards difference and diversity.
- An understanding of their own and others' attitudes, values and beliefs and an individual moral framework that will help them to make positive decisions.
- The ability, skills, knowledge and confidence to make positive, informed choices.
- The ability and knowledge to keep themselves and other people safe by minimising risk from harm.
- The ability to respect the right of others and to hold opinions that differ from their own as long as these views do not impact on the rights of others.
- The confidence and awareness to seek help and advice.
- Good communication skills.

RSE gives pupils accurate information about relationships and sex, allows pupils the opportunities to develop life skills and a moral framework that aims to enable them to make positive use of that information.



Content of RSE at Barnet Hill Academy

RSE covers 3 elements:

1. Knowledge and Understanding including; growing and changing, puberty; reproduction, pregnancy and birth, similarities and differences between males and females, parts of the human body, gender stereotyping and discrimination, families, relationships, where to get help if needed.

2. Personal and Social Skills including; talking and listening to others, managing emotions, forming and maintaining loving and caring relationships, developing self-respect and empathy for other, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line.

3. Attitudes and Values including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage, for bringing up children.

The content of 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 Islamic Studies lessons.

The teaching and the materials will be appropriate to the age of the children and sensitive to the Islamic ethos of the school.

In Year 5 and 6, pupils also receive stand-alone puberty and sex education sessions delivered by class teachers in a safe environment.

Some of the topics covered in each year group are:

Year 1:

- Know that animals (including humans) grow and have babies
- Know how we are growing and changing
- People in my life – what they do for me and what I do for them
- Understand that my family is special
- My moods – feeling happy, sad
- Friendships – be able to make good relationships with my peers and resolve disagreements with friends
- Safety out and about – saying no to strangers

Year 2:

- Know about the human lifecycle and the changes humans go through from young to old
- Know how they are growing and changing
- Healthy lifestyles, caring for myself - hygiene, sleep, exercise, diet
- What makes me happy, valuing myself
- What I like or don't like about other people, cooperation
- Be able to make and maintain friendships and sort out disagreements
- Know what makes a good friend



- People who help me to care for myself
- Be able to help and care for others

Year 3:

- Keeping healthy – exercise, diet, the immune system, reducing spreading of disease
- Feelings in families (e.g. love, jealousy)
- What helps people to get on with each other (e.g. listening and sharing)
- What I like or don't like about me
- Keeping safe – Looking after others / co-operation

Year 4:

- Difficult situations – e.g. teasing or bullying
- Friendship – who our friends are, why we value them and how we make and lose friends
- Keeping safe – taking risks and safety procedures
- Making decisions – good and bad influences
- Actions and their consequences

Year 5:

- The main stages of the human life cycle
- Know how they have grown and changed since being babies
- Basic biology of the reproductive system and reproduction
- Pregnancy and birth
- Living things and their habitats, including reproduction
- Physical and emotional changes at puberty, what happens and why are they happening
- Know why hygiene is important during puberty
- Looking after a new born baby

Year 6:

- Recap on changes at puberty
- Recap personal hygiene
- Different families
- Feelings about the future (e.g. making new friends at new school)
- The qualities of strong, supportive and diverse relationships
- Media and stereotypes - Messages about health, discrimination from television other media
- Healthy lifestyles -diet, drugs

All pupils, from Year 1 to year 4, will learn about both sexes in mixed sex classes. However, in years 5 and 6, when it is deemed appropriate, opportunities will be made for pupils to discuss matters further in gender groups or individually.



Involvement of parents/carers

RSE is the joint responsibility of school, parents, carers and communities and is an important element of children's development. It is part of lifelong learning, starting early in childhood and continuing throughout life.

The involvement of parents/carers in their children's RSE will contribute to children's learning in this important topic, to their continuing ability to ask questions and receive answers from a reliable source and to their ability to develop positive relationships.

Confidentiality and advice

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Islamic understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy.

Teachers will explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g. parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

Right to withdraw/Right to be excused

Parents cannot withdraw their children from any aspect of Relationship education (RE). Parents have the right to withdraw their children from some elements of the RSE teaching programme. However, we would encourage all parents to include their children in all aspects of the RSE teaching and learning, in the interest of all children experiencing the full, broad curriculum we have on offer at school.

Parents cannot withdraw their children from the statutory Science elements of the National Curriculum these include:

Key Stage 1:

- learning that animals, including humans, reproduce
- main external parts of the bodies of humans
- humans and animals produce offspring and these grow into adults
- similarities between themselves and others and the need to treat others with sensitivity



Key Stage 2:

- reproduction
- about the main stages of the human life cycle

If a parent wishes to withdraw their child from aspects of RSE which do not form part of the statutory Science curriculum, they should meet with the class teacher and the Pastoral lead to discuss their concerns. If, following this discussion, they still wish to withdraw their child, they should inform the head teacher of their decision in writing.

Monitoring & Evaluation of RSE

It is the responsibility of the PSHE Coordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The PSHE programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and yearly monitoring and evaluation exercise led by the management team.

The Islamic Studies & Pastoral lead is responsible for RSE teaching in the context of an Islamic ethos.

The Governors are responsible for overseeing, reviewing and organising the revision of the RSE Policy.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's RSE Policy as well as on support and staff development, training and delivery.