



# RHE – Relationships and Health Education Policy 2024

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|------------------------------|--------------------|
| Written                      | RYP September 2024 |
| Date Approved                | September 2024     |
| Signed by Chair of Governors | D Bondt            |
| Committee Delegated          | BA & PD            |
| Renewal Period               | September 2025     |

# **BJPS Policy for Relationships and Health Education**

At BJPS the purpose of Relationships and Health Education (RHE), is to assist young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others, and form and sustain healthy relationships. RHE is an integral part of the curriculum in that it involves consideration of different types of relationships at different levels. In the Foundation Stage and Key Stage 1, the focus is on relationships in families and with friends. As children go through school, they begin to consider other relationships. As a Jewish Orthodox school we teach relationships through our Jewish values in the context of love and respect for others.

## **Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance, including:

- Section 80A of the Education Act 2002
- Children & Social Work Act 2017
- The Relationships Education, RHE & Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RsE) and Health Education'
- DfE (2013) 'Science Programmes of study : Keys stages 1 & 2'
- DfE (2021) 'Teaching about Relationships: sex & health'

This policy operates in conjunction with the following school policies amongst others

- Child Protection and Safeguarding
- Behaviour
- Equal opportunity
- Anti-bullying
- Well-Being (PSHE)
- On Line safety

## **Roles and Responsibilities**

Miss Taylor is the Curriculum Lead, Mrs Rose, Lead for PSHE including RHE, and Mrs Jaysan and Mrs S Caplan for Keeping safe (NSPCC PANTS programme). In respect of RHE, their responsibilities are to:

- Liaise with the school Principal about a weekly value to share in assembly
- Work with other subject leads to ensure the RHE curriculum complements the content covered in the National Curriculum
- Monitor and advise on organisation, planning and resource issues across the school
- Keep the governing body fully informed of issues and progress in RHE

- Act upon any concerns, which may arise from pupil disclosure during RHE sessions.

### **The Governing Body**

The Governing body, in co-operation with the Trustees/ Principal/Head Teacher, determines / agrees the school's general policy and approach to RHE provision for all pupils, including those who are vulnerable or have SEN.

### **The Headteacher/Principal**

The Headteacher is responsible for the overall implementation of this policy. They will ensure that parents are informed of the Policy and will review and discuss any requests from parents to withdraw their children from the subjects. They will report to the Governing Body about the effectiveness of the policy

### **The Teacher**

Teaching children about RHE is a whole school, on-going process and all teachers are sensitive to each individual pupil's needs. Teachers promote positive, healthy choices and relationships on a daily basis e.g in assemblies, through the PSHE curriculum, through implementing our behaviour policy and modelling positive attitudes to RHE.

It is the responsibility of all staff to teach RHE in line with the principles and statements set out in this policy, and in particular, to:

To establish with pupils a set of ground rules that set the parameters for discussion

Promote the spiritual, moral, cultural, mental and physical development of pupils at the school, without expressing personal views or beliefs

Prepare pupils for the opportunities, responsibilities and experiences of adult life

Discuss all types of relationships with sensitivity and respect

Approach the teaching of RHE with an awareness of the children's needs in this area e.g. through informal assessment of their knowledge and understanding from other topics, including Science; through dialogue with the Principal/ Headteacher about vulnerable pupils and through dialogue with the SENCO/DSL

Not be drawn into providing more information than is appropriate to the age of the child

Acknowledge questions that are too explicit which may need to be answered, at a parent's discretion, by the parent or carer.

### **Answering Questions**

Opportunities will be given for children to ask questions. However, any questions raised by pupils which directly concern the act of sexual intercourse or sexually transmitted diseases will not be answered, and would be relayed to parents/carers by the Principal/ Headteacher so that they can answer them in the home environment.

### **Parental Involvement**

Parents will be:

- informed that the PANTS sessions are taking place
- Informed of the content of these sessions

- invited to attend to discuss the Y6 girls only and boys only sessions prior to delivery to their children

### **Withdrawal**

Parents/carers have the right to withdraw their child from the specific sex education (SE) element of the curriculum, but not the NC science order or the Relationship education.

However, the current curriculum at BJPS **does not** include teaching those additional SE components. If parents were to decide to withdraw their child from any SE sessions, the Principal/Headteacher must receive prior notification in writing. Any children withdrawn would be accommodated in another class for that session.

Please refer to Appendix 1 for the parent withdrawal form.

### **Provision**

#### **Relationship education: By the end of primary school pupils will have learnt about:**

|                                     |   |
|-------------------------------------|---|
| Families and people who care for me | <p>Pupils will know</p> <ul style="list-style-type: none"> <li>· That families are important for children growing up because they can give love, security and stability</li> <li>· 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.</li> <li>· 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 character</li> <li>· 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.</li> <li>· That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>· How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> |
| Caring friendships                  | <p>Pupils will know</p> <ul style="list-style-type: none"> <li>· How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>· The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>· That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>· 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.</li> <li>· 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.</li> </ul>  |
| Respectful relationships            | Pupils should know  |

|                      |   |
|----------------------|---|
|                      | <ul style="list-style-type: none"> <li>· 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.</li> <li>· Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>· The conventions of courtesy and manners</li> <li>· The importance of self-respect and how this links to their own happiness.</li> <li>· 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.</li> <li>· 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</li> <li>· What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>· The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> |
| Online Relationships | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>· That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>· That the same principles apply to online relationships to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>· The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>· How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>· How information and data is shared and used online.</li> </ul>  |
| Being Safe           | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>· What sorts of boundaries are appropriate in friendships with peers and other (Including is a digital context)</li> <li>· 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.</li> <li>· That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>· How to respond safely and appropriately to adults they may encounter (in all context, including online) whom they do not know.</li> <li>· How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>· How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>· How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>· Where to get advice e.g. family, school and/or other sources.</li> </ul>  |

**Health Education - By the end of primary school pupils will have learnt about:**

|                  |   |
|------------------|---|
| Mental Wellbeing | <ul style="list-style-type: none"> <li>· That mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>· That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all human experience in relation to different experiences and situations</li> <li>· 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</li> <li>· How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>· The benefits of physical exercise, time outdoors, community participation,</li> </ul> |
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|                             | <p>voluntary and service-based activity on mental wellbeing and happiness</p> <ul style="list-style-type: none"> <li>· Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>· Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an appropriate adult and seek support.</li> <li>· That bullying (inclusive of cyber-bullying) has a negative and often lasting impact on mental wellbeing.</li> <li>· Where and how to seek support (including recognising the triggers for seeking support), including whom in school pupils would 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)</li> <li>· 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.</li> </ul>   |
| Internet safety and harms   | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>· That for most people the internet is an integral part of life and has many benefits.</li> <li>· 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.</li> <li>· 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.</li> <li>· Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>· 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.</li> <li>· How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>· Where and how to report concerns and get support with issues online.</li> </ul> |
| Physical health and fitness | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>· The characteristics and mental and physical benefits of an active lifestyle.</li> <li>· The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking, cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>· The risks associated with an inactive lifestyle (inclusive of obesity)</li> <li>· How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>   |
| Healthy eating              | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>· What constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>· The principles of planning and preparing a range of healthy meals.</li> <li>· 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)</li> </ul>  |
| Drugs, alcohol and tobacco  | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>· The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking</li> </ul>  |
| Health and prevention       | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>· How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>· About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> </ul>  |

|                          |  |
|--------------------------|--|
|                          | <ul style="list-style-type: none"> <li>· The importance of sufficient good quality sleep for good healthy and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>· About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>· About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> <li>· The facts and science relating to immunisation and vaccination.</li> </ul> |
| Basic First Aid          | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>· How to make a clear and efficient call to emergency services if necessary.</li> <li>· Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>  |
| Changing adolescent body | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>· Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>· About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>   |

**By the end of Key Stage 1, pupils will be able to:**

- recognise similarities and differences between themselves and others and treat others with sensitivity
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk to someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- that animals, including humans, grow and reproduce
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- why families are special for caring and sharing.

Pupils will have considered:

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people

**By the end of Key Stage 2 pupils will be able to:**

- express opinions, for example, about relationships and bullying
- listen to, and support others and respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves

- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender and race
- recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know, understand and have considered:

- that the life processes common to humans and other animals include growth
- in Year 6 about the physical changes that take place at puberty, why they happen and how to manage them
- the many relationships in which they are all involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.
- the diversity of lifestyles
- when it is appropriate to take risk and when to say no and seek help
- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships

Menstruation and Puberty will be discussed in the separate all girls Year 6 session delivered by a Relationship Specialist together with a female SLT.

Puberty and Pre Adolescence Preparation will be discussed in Groups for Year 6 boys delivered by the Principal/ Headteacher and Mrs Caplan DSL.

At an age-appropriate time, during the PANTS sessions topics such as Diversity, Protected characteristics, Consent and Sexual Harassment will be covered to ensure that pupils understand that they must be respectful and tolerant at all times. They will also cover issues such as Abuse, Addiction and Grooming.

SLT will deliver additional circle time to address pupils' misconceptions and inappropriate use of terms related to LGBTQ, Racial or Protected Characteristics Discrimination when talking with friends and peers, if and when it becomes apparent that terms such as these are being used by children. During this intervention, children will be asked about the terms they are aware of and their understanding of these. Discussion will then be facilitated to share a Torah perspective on these issues as well as education about life in Modern Day Britain and to thereby ensure appropriate use in future.

### **Curriculum Links**

BJPS seeks opportunities to draw links between RHE and other curriculum subjects wherever possible to enhance pupils' learning. RHE and health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.



- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely; how to keep personal information private and how to access help and support
- PE – pupils explore various physical activities, are physically active, engage in competitive sport and understand how exercise can lead to healthier lifestyles
- British Values – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions
- PSHE – pupils learn about respect and difference, values and characteristics of individuals

### **Child Protection**

Any disclosures made by pupils relating to incidents of sexual or other forms of abuse will be treated as a child protection issue and advice from Social Services will be sought in accordance with the Child Protection & Safeguarding Policy. Confidentiality will be maintained at all times if such incidents occur.

For all pupils, there is a need for clear, explicit and repeated teaching about relationships to avoid confusion. Pupils with learning difficulties may need to specifically learn things, which other pupils learn incidentally e.g. what being 'private' actually means. They may be more open to exploitation than other pupils and may need additional teaching to help them understand acceptable parameters and behaviours. Above all, they need the knowledge, skills and understanding to make informed, positive decisions about their own relationships and lives, and about their own safety.

RHE lends itself to study by children with a range of different abilities. Children can work on the same content at different rates and levels; some may be supported by a teaching assistant (e.g. to read).

### **Equality and accessibility**

The school understands its responsibilities in relation to the Equality Act 2010 specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics.

The school is committed to making reasonable adjustments wherever possible, to promote accessibility and inclusivity of the curriculum. This includes children with SEN or any other needs.

It is expected that the pupils will engage fully in RHE and treat others with respect and sensitivity.

Aspects of RHE will be part of the NSPCC PANTS Programme that is delivered throughout school. We are also going to look at starting the NSPCC 'Speak Out Stay Safe' programme.

### **Gender Issues and Sexual Stereotyping**

Girls tend to have greater access to Relationships and Health issues than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying, including 'banter' and sexual harassment. Teachers are careful not to reinforce stereotypes or traditional expectations of gender roles.

With ever changing issues amongst the children, certain issues may be amended to match up to the needs of the children.

### **Ethnic and cultural diversity**

Different ethnic and cultural groups may have different attitudes to RHE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups as and if necessary.

### **Sexuality**

In accordance with DfES guidance, our approach to RHE will include sensitive, honest and balanced consideration of sexuality. The diversity of the world we live in with different family units will be discussed in Year 6, understanding that all are to be respected. We shall actively tackle homophobic bullying. This would include the use of 'gay' or 'lesbian' in a derogatory term, or any other words that are derogatory to anyone's sexual orientation or gender identity. Anti-bullying and Relationships education will address the issue of homophobic bullying specifically, otherwise, it will be dealt with as and when it arises.

### **Monitoring and Evaluating**

The RHE programme will be evaluated by the SLT and the teaching staff. The views of parents, students and teachers are used to help make changes and improvements to the programme on an on-going basis. The policy will be formally reviewed each year for the following purposes:

To review and plan the content and delivery of the programme of study for RHE

To review resources and renew as appropriate

To update training in line with current LEA and National guidelines appropriate for Jewish Orthodox Schools.

This policy will be made available to parents on the school website. A hard copy can be requested from the office if wanted. It will be reviewed on an annual basis by the Governing Body of the school.

Rabbi YJ Pearlman

Principal

September 2024

Appendix 1: Parent form: withdrawal from sex education within RHE

(This is not taught at BJCFPS at this time)

| TO BE COMPLETED BY PARENTS |       |
|----------------------------|-------|
| Name of child              | Class |
| Name of parent             | Date  |

Reason for withdrawing child from sex education within RHE –to be completed by parents:

Any other information you would like school to consider:

Parent signature

TO BE COMPLETED BY SCHOOL

Agreed actions from  
discussion with  
parents

Signed by Headteacher/ SLT

Date:



Registered Office:  
Legh Road  
Salford M7 4RT

Principal: Rabbi Y J Pearlman: MSc, PG Cert  
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Menahel: Rabbi B Cohen

## **Relationships and Health Education**

Dear Parents,

I am writing to inform you about the delivery of relationships and health education in BJPS, in accordance with our Relationships and Health Education Policy. This is a statutory part of our curriculum and will be taught in all primary schools.

At BJPS, we are committed to helping all our pupils to grow up healthy, happy and safe, and to be able to navigate life in modern Britain. Relationships and health education has been incorporated into our curriculum to equip pupils with the knowledge they need to make informed decisions about their health, safety, and relationships with others, now and in the future.

We aim to deliver relationships and health education which is current, evolving, age- and developmentally-appropriate, and respectful of each pupil's cultural and religious background.

### **What is relationships education?**

Relationships education will give pupils the foundation to build safe, positive relationships with those around them, including online. Your child will be taught what healthy friendships and relationships are, and what family means.

We are committed to teaching relationships education in a positive, age-appropriate way, encouraging all pupils to treat others with kindness, consideration and respect.

Throughout their time with us, pupils will be taught about the following:

- Families and the people who care for them
- Caring friendships
- Respectful relationships
- Online relationships
- Keeping safe

### **What is health education?**

We aim for health education to provide your child with the knowledge they need to make positive decisions about their own health and wellbeing. Health education will also help equip your child to recognise when they are experiencing issues, when others are experiencing issues, and when to seek support.

Throughout their time with us, pupils will be taught about the following:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- The risks associated with drugs, tobacco and alcohol
- Health and the prevention of ill health
- Basic first aid
- The changing adolescent body

### **When will relationships and health education be taught?**

The DfE confirmed that relationships and health education in primary schools became compulsory from September 2020. We have always included mutual respect, tolerance and kindness as part of general Good Middos, but we now cover the NSPCC PANTS programme and have a full PSHE (Personal Social Health and Economic) programme to cover the wider aspects of the RHE.

### **What you need to know**

The teaching of relationships and health education in school has been designed to complement and reinforce the essential lessons parents teach their children as they grow up. To put this into practice, the school is required to consult with parents when reviewing our policies on relationships and health education. Our Relationships and Health Education Policy is available to view on our school website.

We will notify you of any proposed changes to the aforementioned policy.

We would like to reassure you that the content taught in relationships and health education will be respectful of every pupil's religious and cultural background and will preserve the religious characteristics of our school.

As relationships and health education is a statutory part of our curriculum, it is not possible for you to withdraw your child from these lessons.

Please note that as a primary school we are **not** required to include Sex Education in our curriculum.

To find out more information about our relationships and health education curriculum, or to voice any concerns or queries you may have, we welcome you to contact the Headteacher or Mrs Jaysan or Mrs S. Caplan, who deliver the PANTS programme.

Yours sincerely,

Rabbi Y Pearlman  
Principal