



"Training for this Life and the Hereafter"

IQRA VA PRIMARY SCHOOL

PSHE and Relationships Education POLICY

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Bismillaahir Rahmanir Raheem

"In the name of Allah, most Gracious, most Compassionate".

"O you who believe! Take care of your own selves. If you follow the right guidance and enjoin what is right and forbid what is wrong no hurt can come to you from those who are in error. The return of you all is to Allah, then He will inform you about (all) that which you used to do." Qur'an 5:105

COMPILED BY: Hamidah Cassim

REVIEWED BY: Governors

Reviewed on: 27/9/18

DATE FOR NEXT REVIEW: September 2020

Members of staff responsible – Mudirah H Saleem (Head Teacher) and Ustadha H Cassim (Assistant Headteacher)

The RSE policy can also be linked to other policies and documents:

PSHE Policy Child Protection & Safeguarding Children Policy Values in Education Policy Teaching and Learning Policy Inclusion Policy, Bullying E-Safety

The teaching of PSHE at Iqra is an important aspect of pupil's education and is concerned with informing children honestly and within an Islamic context so that they make appropriate choices in their life.

This policy has been developed through a consultation with process with the Governing Body, Staff, Parents, Pupils and the Lambeth Schools Health and Wellbeing Partnership

The policy has been developed to ensure that staff and parents/carers are clear about the **statutory requirements** regarding Personal, Social Health Education and the pupils receive their educational entitlement.

PSHE includes planned opportunities to support the development of self-confidence, respect, modesty, enabling pupils to participate happily in the wider community. It promotes an understanding of the range of family groups and other people who contribute to providing children with the care, love and support they need to grow.

The moral and Values Framework

"Say to the believing men, that they should lower their gaze and guard their modesty; that will make for greater purity, and God is well acquainted with all they do". "And say to the believing women that they should lower their gaze and guard their modesty..."

PSHE is to be taught within a moral framework, respecting the cultural diversity of our school community and that of the wider community.

PSHE, taught within a framework which gives due regard to moral considerations and the value of family life, will:

- ❖ Take account of pupils' levels of knowledge and awareness of the issues being addressed.
- ❖ Develop pupil's self- respect through the promotion of self-esteem, acknowledging the value of each individual pupil.
- ❖ Develop respect and sensitivity to others through an understanding of difference.

At Iqra we encourage and support pupils to:

- ❖ Follow the teachings of the **Qur'aan and Sunnah** relating to relationships, modesty and personal development.
- ❖ Develop positive relationships with other pupils and adults within the school and wider community.
- ❖ Feel safe in raising any issues or concerns that they may have about growing up.

Aims of PSHE at Iqra

PSHE is a lifelong process, involving the growth of knowledge, the development of skills and the exploration of attitudes.

Considering the age, maturity and needs of the pupils PSHE aims to:

- Support pupils to understand and express their feelings through providing the vocabulary, developing confidence and communication skills

- Develop an understanding and valuing of other beliefs, needs and feelings
- Foster the individual's ability to make healthy choices
- Give clear factual information, developing an awareness and understanding of the human body and the correct biological vocabulary to be used
- Inform children as to the emotional and physical changes they can expect during puberty so that they are prepared for their own changes and sensitive to others
- Identify who they can go to for information, advice and support on a variety of health-related issues

Relationships Education

Within our PSHE teachings, we recognise the need to provide a relevant and inclusive curriculum that equips our pupils with the relationship skills required for a fulfilled and successful life.

It is therefore our aim, for Relationships Education at this school to:

- Encourage exploration of values and moral issues, consideration of sexuality and personal relationships and the development of communication and decision making skills.
- This policy is a working document which provides guidance and information on all aspects of SRE and aims to provide a secure framework within which staff can work.
- At Iqra Primary School, SRE is taught within the PSHE curriculum and aims to help children develop:
 - Self-esteem and self-awareness.
 - The skills needed for successful relationships.
 - A beneficial attitude towards difference and diversity.
 - An understanding of their own and others' rights.
 - Emotional literacy.
 - 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.
 - An understanding of their own and others' attitudes, values and beliefs and an individual moral
 - framework that will help them to make positive decisions.
 - A positive attitude towards themselves
 - An understanding of their own bodies.
 - The confidence and awareness to seek help and advice.
 - An awareness of the right they have over their own body.

- The skills to be assertive.
- Good communication skills.
- 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 ability to take responsibility for and accept the consequences of their own action. SRE gives pupils accurate information about sex and relationships, allows pupils the opportunities to develop life skills and a moral framework that aims to enable them to make positive use of that information.

The School teaches Relationships Education within the following moral and values framework that promotes:

- Self respect and respect for others.
- Empathy, mutual support and co-operation.
- Honesty.
- Responsibility for personal actions.
- An awareness of the uniqueness of individuals.
- Respect and acceptance towards others who may have different backgrounds, cultures, and expectations.
- The right of people to hold their own views (as long as these views do not impact negatively on the rights of others paying particular regard to the protected characteristics set out in the Equality Act 2010)
- The right to not be abused by, or taken advantage of by other people.
- The right to accurate information about relationship issues.

Organisation of Lessons

The PSHE co-ordinator at Iqra, supported by the Headteacher will co-ordinate PSHE. Aspects of PSHE addressed through the taught curriculum will usually be delivered by the class teacher but this might be complimented by quality assured external agencies e.g. Health Education Link Service.

Needs Assessments are carried out to identify level of need. Delivery will be through the agreed scheme of work and certain themes within the science curriculum as outlined in the parents/carers section below. Pupils need opportunities to discuss and reflect on ideas and to develop skills such as communication skills. This means that a range of teaching and learning styles such as circle times and carefully selected resources will be used to support pupil participation. Single gender groups will be used when appropriate and the opinions of children on these matters are sought and acted on accordingly.

Lessons will be assessed through a combination of observations, discussions, record of work, peer or self-assessment by the children. The PSHE co-ordinator will provide all staff with assessment sheets.

Staff training will be provided by the local authority.

External Agency Support

We appreciate support from outside agencies particularly the Health Education Link Service

Teachers must ensure that all visitors:

- ✓ Understand the areas needing to be covered
- ✓ Are sensitive to the school's ethos and aims
- ✓ Are aware of any sensitive issues amongst staff and pupils

All relevant policies will be shared with and adhered to by visiting staff.

Pupils will be adequately prepared for the visit so that it is not seen in isolation.

Parents/Carers

Parents and carers will be informed about PSHE delivered to children and an overview might be shared but some topics might be covered spontaneously (e.g. circle time). The teaching materials and resources used are available for parents to view upon request to the Headteacher. The school is committed to working with parents and carers and to building a positive supportive relationship.

Statutory National Curriculum for science as outlined here:

Key Stage 1

Pupils should be taught to:

Yr 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

Yr 2:

Notice that animals, including humans, have offspring which grow into adults
find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2

Yr 3:

Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Yr 4:

Describe the simple functions of the basic parts of the digestive system
Identify the different types of teeth in humans and their simple functions

Yr 5:

Describe the changes as humans develop to old age.

Yr 6:

Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Describe the ways in which nutrients and water are transported within animals, including humans.

Confidentiality and Child Protection

A trusting relationship between pupils and staff is an important aspect of effective PSHE. Teachers should encourage all pupils to discuss their concerns with an appropriate adult. Due to the guidelines in the Child Protection Policy, it is important for pupils to understand that staff cannot maintain confidentiality. Teachers should make it clear to pupils the level of confidentiality that they can offer. The negotiation of 'Ground Rules' in PSHE sessions is important for this reason.

Relevant school policies will be shared with all outside agencies working in school to support the PSHE programme.

Harassment and Bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment free from fear. It is unacceptable for pupils to use negative terms associated with gender or sexuality. This will be dealt with as any other form of bullying or harassment would be through the school's behaviour and anti-bullying policy. An understanding of human difference is an important aspect of education and will be dealt with in a sensitive manner.

Equal Opportunity and Inclusion

All children regardless of ability, race, gender or sexuality are entitled to equal access to PSHE. It is the responsibility of class teachers and the PSHE coordinator to make sure that sound differentiation and adaptability is provided at all stages of the planning, delivery and assessment process. Opportunities for children to talk to an appropriate adult outside the confines of the lesson must also be provided for all children.

Responsibilities of Staff and Governors

Overall Responsibility for this Policy is with the Named Governor for PSHE

The PSHE Co-ordinator is responsible for:

- Writing and updating the PSHE Policy and Scheme of Work in light of initiatives and change, and monitoring the development of the subject throughout the school.
- Guiding and supporting teachers in this subject, to include training.
- Co-ordinating external agency support for PSHE.
- Monitoring the effectiveness of the planned and delivered curriculum for PSHE
- Auditing and monitoring resources throughout the school to ensure that there are sufficient age-appropriate and ability-appropriate resources for effective teaching and learning.

The Head of school is responsible for:

- Ensuring that the terms and ethos of this policy are followed.

The governing body is responsible for:

- Authorising the PSHE Policy, and any subsequent reviews of the Policy;
and ensuring that the terms and ethos of this policy are followed

All members of the staff team are responsible for:

- Following the terms and ethos of this policy.

This policy is a working document and will be reviewed every two years

Next Review Date of Policy: September 2020