



ROSSLYN SCHOOL

## Relationships Education Policy

Rossllyn Preparatory School offers an outstanding, broad education within a safe, caring, happy, family atmosphere where the talents of every child are valued and nurtured. We achieve excellent results in a school where the Islamic principles of mutual care, respect and encouragement underpin everything that we do.

### Aims

- To promote high moral standards through clear and relevant Islamic teaching.
- To provide a wide breadth of experiences and opportunities for all our children to discover and develop their individual talents.
- To support our children in becoming valued members of society so that they may develop self-confidence, ask questions, seek new experiences, not be afraid to make mistakes, express themselves confidently and modestly and develop team and leadership skills.
- To provide a safe, supportive, healthy educational environment, with buildings, facilities and staff that enable our children to learn and develop.
- To ensure that our children receive excellent pastoral care.

### Purpose

The purpose of this policy is:

- To define Relationships Education
- To encourage respect for the moral and spiritual values which reflect the Islamic foundation and ethos of the school.
- To outline the school's role in the content and delivery of Relationships Education to children.
- To provide guidelines to staff when dealing with controversial/sensitive issues relating to relationships.

We consider that Relationships Education includes:

#### Attitudes and Values

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas and
- developing critical thinking as part of decision-making.

#### Personal and Social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others

- learning to make choices based on an understanding of difference and with an
- absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict and
- learning how to recognise and avoid exploitation and abuse.

### Knowledge and Understanding

- learning and understanding physical development at appropriate stages.

### **Learning Outcomes**

The aim of teaching Relationships Education is to ensure that all children develop confidence in talking, listening and thinking about feelings and relationships. It is also to equip children with the skills required to form healthy relationships with friends, family and their wider community (to include online relationships), enabling them to live safe, fulfilled and healthy lives. Relationships Education should help to keep children safe, should foster respect for others and for difference.

We will assess this outcome by monitoring the health and emotional wellbeing of our pupils through discussions with pupils, parents and all staff involved in the teaching and care of the children during the school day.

This policy is a working document which provides guidance and information on all aspects of Relationships Education in the school for staff, parents and governors and is available to any parent who requests to see it.

### **Moral Values**

The Relationships Education programme at Rosslyn Preparatory School reflects the School's Islamic ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

### **Content**

Both Relationships and Health Education are statutory requirements.

At Rosslyn Preparatory School, these will be rooted within the framework for PSHE, with some elements being covered in Science. Class teachers are responsible for delivering the PSHE curriculum, which is overseen by the Curriculum Co-Ordinator (who is also the Subject Leader for Qur'an & Tajweed). All staff ensure that children are taught to respect each other, form healthy relationships and have a positive view of themselves. This is embedded across all activities that the children participate in.

The elements of Relationships Education that are included within the science curriculum are listed below:

#### **Key Stage 1**

Through the Science curriculum, children in Key Stage 1:

- Learn to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults

## **Key Stage 2**

Through the Science curriculum, children in Key Stage 2 learn:

- To describe the differences in the life cycles of a mammal, an amphibian, and insect and a bird
- To describe the life process of reproduction in some plants and animals
- To describe the human aging process
- To recognise that living things produce offspring of the same kind

The girls in Upper Key Stage 2 receive a talk about the physical and emotional changes associated with the onset of periods. This talk is presented by a female teacher and includes advice on what to expect when a period starts and who to turn to for help if periods start unexpectedly at school. Prior to this talk, a letter is sent to parents informing them of the session.

## **Resources**

Resources chosen in the delivery of the PSHE curriculum will be appropriate to age, gender and maturity.

They will be in line with the school's moral and values framework.

## **External Agencies**

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of PSHE in school.

Visitors who support the delivery of the PSHE curriculum:

- Are invited in to school because of the particular expertise or contribution they are able to make;
- Are familiar with and understand the school's Relationships Education policy and work within it;
- Are supervised/supported by a member of staff at all times;
- Have their input into the PSHE curriculum monitored and evaluated by staff and pupils.  
This evaluation informs future planning.

## **Role of Staff**

The personal beliefs and attitudes of teachers will not influence the teaching of Relationships Education within the PSHE curriculum. Staff who need support and training in delivering the programme sensitively and effectively, will be given guidance as appropriate.

## **Controversial & Sensitive Issues**

While personal views are respected, all Relationships Education is taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to make their own, informed opinions but also respect that others may have different opinions.

Staff who engage in the delivery of the Relationships and Health curriculum are asked to create a set of ground rules to help create a safe environment in which they do not feel embarrassed or anxious. The following ground rules have been agreed by staff:

- No one (teacher or pupil) will have to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct scientific names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way
- Respect and tolerance will be expected at all times.

## **Dealing with Questions**

Both formal and informal questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers should use their skill and discretion in this area and refer to the Designated Safeguarding Lead (DSL) responsible for Child Protection if they are concerned.

To support staff in answering unexpected questions the following guidelines have been established:

- If a question is too personal – the teacher should remind the pupil of the ground rules. If the pupil needs further support, the pupil can be referred to an appropriate person to answer the question.
- If the teacher does not know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher research the answer.
- If the question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later, on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust, the teacher must remember to talk with the pupil later.
- If the teacher is concerned that a pupil is at risk they should follow the school's procedure for Child Protection.

## **Parental Communication**

A copy of this policy will be available to parents.

Parents who wish to discuss elements of the PSHE curriculum prior to its delivery, are invited to meet with the School Director or the Headteacher. Parents do not have a right to withdraw children from Relationships or Health Education.

## **Complaints**

Parents who have complaints about any aspect of the PSHE curriculum should discuss these in the first instance with the pupils' Class Teacher. The School Director or Headteacher is also available to discuss any concerns or queries that parents may have.

Should issues not be resolved at the initial stage, then parents should follow the guidelines as laid out in the school's Complaints Procedures.

## **Confidentiality**

Sometimes, children will confide in a member of staff. All staff are aware that they cannot and should not offer unconditional confidentiality. If a person believes that the child is at risk or in danger, she/he should talk to the DSL (Headmaster) before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The pupil will be supported by a member of staff throughout the process.

## **Child Protection**

The school has a separate Child protection and Safeguarding Children policy. Effective Relationships Education may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

## Evaluation

Elements of Relationships Education in the science curriculum are assessed formally. Evaluation outside the science curriculum is conducted using a variety of informal activities which have been built into the PSHE programme. The PSHE Subject Leader is responsible for evaluating and monitoring the overall curriculum in line with the school's policy on monitoring and evaluation.

## Inclusion

The School is an inclusive community and action will be taken to ensure that Relationships Education is inclusive through making it relevant and accessible to all. Gender, faith and cultural traditions will be taken into account along with any other particular needs of individuals to ensure that learning and teaching are fully inclusive.

## Equal Opportunities

We are committed to the principle of equal opportunity for all pupils irrespective of race, religion, gender, language, disability or family background, and to the active support of initiatives designed to further this principle.

We believe that equal opportunity is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. They have an equal opportunity to learn and work towards their highest possible levels of achievement. The 'Vision and Values' which we uphold as a school help to emphasize equal opportunities for all staff and pupils at all times. All personnel are responsible for ensuring that we implement this policy.

<b>Policy reviewed</b>	January 2023
<b>Reviewed by</b>	S. Khan
<b>Date disseminated to staff</b>	January 2023
<b>Date for next review</b>	January 2025

