

## 1. SCHOOL BACKGROUND INFORMATION

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- 1.1 Beis Yaakov Primary School is an orthodox Jewish Primary school. Our pupils learn a rich system of Jewish values which stress the practice and development of ethical character. They develop a passion for lifelong learning in order to prepare them for life in modern Britain. We instil in our girls a sense of understanding and compassion for others, and the courage to act on their beliefs. Our girls learn to be contributing, caring and knowledgeable members of our community, our country and the world.
- 1.2 There are on average 500 girls on roll and we are a 2/ 3 form entry.
- 1.3 Beis Yaakov is an all-girls school.

## 2. PURPOSE OF POLICY

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- 2.1 This policy sets out:
- Our approach to integrating statutory Relationships Education and Health Education within a comprehensive PSHE curriculum.
  - Our overall aims for delivering PSHE, including Relationships Education, Health Education and Living in the Wider World
  - Our definitions for Relationships Education and Health Education
  - Information for parents and carers about what is taught and when in PSHE.
  - Guidance for monitoring and evaluating PSHE, including arrangements for policy review

## 3. AIMS

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- 3.1 At Beis Yaakov Primary School, our aim is that our pupils leave school with a sense of understanding and compassion for others, to respect and appreciate diversity and understand that positive relationships together with good health and wellbeing will enable them to become well rounded individuals.
- 3.2 We want our pupils to have high expectations and believe in their own self-worth. Our school's emphasis on protecting mental health and encouraging open and honest discussions around the subject helps our pupils regulate and feel prepared both now and in their future. No problem is too small and we provide a safe and honest space to address these issues.
- 3.3 Our intention is to deliver a PSHE curriculum which embodies our school's ethos and the cultural capital of our pupils to learn how to keep safe, develop healthy relationships and live in the wider world presently and in their future lives.
- 3.4 Our PSHE programme aims to develop:
- Confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives;
  - Young people who are able to maintain positive, respectful and healthy relationships, within which they can thrive personally and socially;
  - Responsible citizens who understand they have rights and responsibilities that help them make a positive contribution to society
  - Successful learners who enjoy overall learning, making progress and achieving success

- These aims will be achieved by providing pupils with the knowledge, skills, attitudes and attributes to

3.5 These aims will be achieved by providing pupils with the knowledge, skills, attitudes and attributes to be able to:

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem
- Develop personal responsibility for one's actions
- Know where to get confidential advice and support

3.6 Relationships Education:

- To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. This subject can also support young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- High-quality and age-appropriate teaching of this subject can help prepare pupils for the opportunities, responsibilities and experiences of adult life. It can also promote the SMSC (spiritual, moral, social and cultural) development of pupils.
- Relationships Education gives children essential understanding and crucial skills for positive relationships and is compulsory education for all primary schools.

3.7 Health Education:

- To learn about the characteristics of good physical health and mental wellbeing and to understand the equally important role both play in our lives.
- To provide our pupils with the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when/if issues arise.
- To explore the role that physical health has on our mental health and vice versa.

#### **4. STATUTORY REQUIREMENTS**

4.1 As a maintained primary school, we must provide relationship and health education to all pupils.

4.2 The school follows the guidelines in The Relationships Education, RSE and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017. This makes it mandatory for primary schools to offer Relationships Education.

## **5. POLICY DEVELOPMENT**

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5.1 This policy has been developed in consultation with Governors, SLT and parents. The development involved the following steps.

- The subject lead pulled together all relevant information including national and local guidance.
- SLT were given the opportunity to look at the policy and make recommendations
- Parents were invited to attend a meeting about the policy.
- The policy was shared with governors and ratified

## **6. CONTENT OF PSHE CURRICULUM**

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6.1 We deliver our comprehensive PSHE curriculum under the 3 areas

- Relationships education
- Health Education
- Living in the Wider World

## **7. DELIVERY OF RELATIONSHIP AND HEALTH EDUCATION**

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7.1 Relationship and health education is taught within the personal, social, health and economic (PSHE) education curriculum and science. Some sessions are delivered by external organisations who are invited in.

7.2 Health Education supports our children to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally, now and in the future.

Health education is divided into the following sections:

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The changing adolescent body – puberty

7.3 Relationship education in primary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The teaching will be divided into five sections:

- Families and people who care for me
- Caring Friendships
- Respectful relationships
- Technology/digital/online relationships
- Being Safe

- 7.4 Relationship education starts with teaching pupils what a relationship is, what friendship is, what family means, and which people can support them. Pupils are taught Middos Toivos – how to take turns, how to treat others with kindness and consideration, the importance of truthfulness, and the concept of personal privacy. They are also taught to establish personal space and boundaries, and to understand the difference between appropriate and inappropriate physical contact.
- 7.5 All teaching is done in an age-appropriate manner, and as children progress into KS2 and they develop a growing ability to form strong and positive relationships with others, the teaching focuses on cultivating the next stage of positive personal attributes. This includes developing resilience, helping pupils believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Furthermore, it includes understanding the importance of self-respect and self-worth, the personal attributes of honesty, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- 7.6 A further strand of relationships teaching is to provide pupils with the knowledge to recognise and report all forms of abuse. Children are taught to be aware of boundaries in all forms of friendships, including those that develop remotely. Pupils should know who to turn to when they suspect or know that something is wrong.
- 7.7 Our relationships programme of study is supported by the 'Heads up wellbeing curriculum' which helps pupils develop resilience and prepare our pupils for life ahead of them.
- 7.8 For more information about our relationship and health education, please refer to our Intent document, progression of skills and medium term plans.

## **8. APPROACHES FOR DELIVERING EFFECTIVE PSHE**

### **8.1 Creating a Safe and Supportive Learning Environment:**

PSHE often works within pupils' real-life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive, and respectful learning environment is created by establishing clear ground rules, developed and agreed with all pupils across the school, and referred to during PSHE lessons. This helps to secure an atmosphere within which pupils feel able to discuss concerns, feelings, and sensitive issues.

### **8.2 Confidentiality:**

In the course of PSHE lessons, pupils may indicate in some way that they are vulnerable or at risk. In these circumstances staff are aware that they must refer to the Child Protection/Safeguarding policy to ensure that they are clear about what is required in such circumstances.

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

### 8.3 Relevant resources:

Resources will be assessed to ensure that they are current, relevant and appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images.

### 8.4 Groupings:

The PSHE curriculum will be delivered through a variety of whole class lessons, assemblies and where relevant, in one to one sessions.

### 8.5 Responding to Pupils' Questions:

It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

### 8.6 An Inclusive Approach through a Moral and Values Framework:

As an inclusive school we value difference and diversity within our school community and the wider world. As such PSHE is delivered within the context of our school aims, values and moral framework, and equal opportunities policy, taking into account the following considerations:

- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Different faiths, beliefs and cultures should be tolerated and not be the cause for prejudicial or discriminatory behaviour
- Respect for ourselves and others helps develop understanding of the need for non-exploitation within relationships
- We all have rights, duties and responsibilities, we need to know what these are and have the ability to exercise them
- Children are growing up in a diverse world and will need to be able to interact with people from all backgrounds
- Families can include single parent families, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Some children may have a different structure of support around them (for example: looked after children or young carers)

We believe that pupils should receive comprehensive, balanced and accurate information that relates to their needs. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE. For example, care is taken to ensure there is no stigmatisation of children based on their different home circumstances when teaching about the importance of marriage, or stable relationships, for family life and bringing up children.

In exploring their own feelings and attitudes, and those of peers and the wider society, our pupils are able to develop values on which to base decisions about relationships, health and living in the wider world.

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## 9. MONITORING AND ASSESSMENT

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9.1 The delivery of PSHE is monitored by the subject lead through:

- Planning scrutiny
- Learning walks
- Review of floorbooks
- Pupil interviews

Pupils' development in relationships education is monitored by class teachers as part of our internal assessment systems.

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## 10. SEND PUPILS

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- 10.1 SEND pupils will be fully integrated into the full programme of relationships education, with differentiated teaching, when necessary, used as the starting point to ensure accessibility.
- 10.2 The SEND code of practice sets outcomes for preparing for adulthood and we will have regard for these when teaching these subjects to those with SEND.
- 10.3 The teaching of this subject will be sensitive to the individual needs of all pupils in the class, to avoid stereotyping, to prevent any possible embarrassment to SEND pupils, and to ensure that there is no discrimination towards any of the protected characteristics, as defined in the Equality Act 2010.

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## 11. PARENTAL RIGHT TO WITHDRAW

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- 11.1 At Beis Yaakov Primary School we do not deliver any Sex Education that goes beyond the statutory science, health or relationships education curriculum; therefore, parents do not have the right to withdraw pupils from these lessons'.

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## 12. TRAINING

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- 12.1 Staff receive training on the delivery of Relationships education and it is part of our continuing professional development programme.

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## 13. ROLES AND RESPONSIBILITIES

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- 13.1 The governing board will approve the Relationships policy, and hold the head teacher to account for its implementation.
- 13.2 The Headteacher is responsible for ensuring that PSHE including Relationships education is taught consistently across the school.
- 13.3 The subject lead is responsible for implementation and monitoring progress and effectiveness of PSHE throughout the school.
- 13.4 Staff are responsible for:
- Delivering PSHE in a sensitive way
  - Modelling positive attitudes to Relationships and Health education
  - Monitoring progress

- Responding to the needs of individual pupils

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

**Ratified by the Governing Body**

Signed: \_\_\_\_\_



Chair of Governors

Date: 2<sup>nd</sup> May 2024

**This policy will be reviewed on or before the following date: May 2025**