Relationships and Health Education Policy

1) Our Mission Statement

Our Isha Academy Expectations are:
Learn. Achieve

- We treat others as we would like to be treated.
- We are kind and don't hurt others or their feelings.
- We respect all property.
- We always try to do our best.
- We are honest and tell the truth.
- We are good listeners and thoughtful speakers.

These expectations apply to all pupils, staff, parents, and visitors. They are embedded in our daily work at Isha Academy and are reinforced throughout the day. These are our core values and are understood by everyone who is part of the Isha Academy community.

2) Aims and Objectives

The Relationships and Health Education (RHE) programme will reflect Isha Academy's ethos, expectations, and aims. The programme aims to promote and encourage the following values:

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

These aims link directly to our Isha Academy Expectations. The RHE programme will promote self-esteem, emotional health, and wellbeing, helping pupils to form and maintain healthy, respectful relationships. This includes relationships at home, in school, in the workplace, and in the community.

The objectives of Relationships and Health Education are:

- To provide a framework for sensitive discussions and encourage pupils to be good listeners and thoughtful speakers.
- To provide all pupils with the knowledge and information they are entitled to, ensuring honest and transparent discussions.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils understand their feelings and behaviours, leading to fulfilling and enjoyable lives.

- To encourage skills such as language, decision making, assertiveness, and self-confidence.
- To develop communication skills and assertiveness to cope with the influences of peers and media.
- To help pupils respect and care for their bodies and the bodies of others, showing respect for all property within the academy and local community.

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3) Statutory Requirements

As a homeschooling and tuition centre, Isha Academy is committed to providing relationships and health education to all pupils in accordance with Section 34 of the Children and Social Work Act 2017. Although not required to provide sex education, Isha Academy is committed to teaching the aspects of the science national curriculum.

In delivering RHE, we adhere to guidance issued by the Secretary of State, as outlined in Section 403 of the Education Act 1996.

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4) Policy Development

This policy has been developed in consultation with staff, parents, and governors. The development process involved:

1. **Review** – leaders reviewed relevant national and local guidance.
2. **Cultural and Religious Sensitivity** – leaders considered the diverse cultural and religious backgrounds of pupils when drafting the policy.
3. **Curriculum Review** – the needs of pupils and the content of the academy's curriculum were considered.
4. **Staff Consultation** – all staff members were given the opportunity to review and provide feedback on the policy.
5. **Parent Consultation** – parents were invited to participate in meetings to discuss the policy and curriculum.
6. **Ratification** – following amendments, the policy was ratified by the academy's leadership team.

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5) Definition of Relationships and Health Education

RHE at Isha Academy is about the emotional, social, and cultural development of pupils. It involves learning about relationships, healthy lifestyles, diversity, and personal identity. RHE combines the sharing of information and the exploration of key issues and values.

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6) The Curriculum for Relationships and Health Education

Isha Academy has developed its RHE curriculum in consultation with parents, staff, and governors, considering the age and needs of pupils. Teachers are encouraged to respond appropriately to questions outside the scope of the policy, ensuring pupils are fully informed without seeking answers from unverified sources.

The Relationships and Health Education curriculum for each age group will be delivered as follows:

Key Stage 1

- **Year 1:** Focus on safe roles in the community, recognising when to seek help, and basic emergency procedures.
- **Year 2:** Address feelings, managing emotions, recognising unhealthy behaviours, and physical health.

Relationships:

- **Year 1:** Learning about families, friendships, and personal features.
- **Year 2:** Making friends, resolving conflicts, understanding the importance of consent, and reporting hurtful behaviour.

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7) How Relationships and Health Education is Taught at Isha Academy

At Isha Academy, RHE is delivered in an inclusive, age-appropriate manner. Lessons are designed to be interactive and reflective, providing opportunities for pupils to ask questions and express their feelings safely. Teachers ensure that sensitive topics are approached with care and respect.

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8) Roles and Responsibilities

The delivery of Relationships and Health Education at Isha Academy is supported by a collaborative approach between staff, parents, and pupils. Teachers are responsible for creating a safe and respectful environment for learning, while parents are encouraged to actively engage in discussions with their children at home.

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9) Pupils with Special Educational Needs and Disabilities

Isha Academy ensures that the RHE programme is tailored to meet the needs of all pupils, including those with special educational needs and disabilities. This is achieved by differentiating the content and delivery method to ensure accessibility for all pupils.

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10) Parental Right to Withdraw

Parents have the right to withdraw their children from parts of the RHE curriculum that fall outside the scope of statutory requirements. Isha Academy ensures clear communication with parents regarding their right to withdraw, and provides support to ensure that pupils still receive a comprehensive education.

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11) Continued Professional Development

Staff at Isha Academy are provided with ongoing training and professional development to ensure they are well-equipped to deliver Relationships and Health Education effectively.

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12) How Relationships and Health Education is Monitored at Isha Academy

Isha Academy regularly monitors the effectiveness of the RHE programme through pupil feedback, parental involvement, and teacher assessments. Adjustments are made to ensure the curriculum remains relevant and responsive to the needs of our pupils.

Certainly! Below is the modified policy for Isha Academy, a homeschooling and tuition centre, in alignment with the information you provided:

Year Group: Living in the Wider World
At Isha Academy, we promote kindness, honesty, and respect in all our actions. We encourage our students to always treat others as they would want to be treated, while respecting property, speaking thoughtfully, and listening carefully.

Year 1

- What money is, and the different forms it can take.
- How money is obtained (earned, won, borrowed, presents).
- Ways to keep money safe and how it can be managed.
- Understanding the difference between needs and wants and why people may not always be able to have everything they want.
- The impact of kind and unkind behaviour on others.
- The responsibilities of being part of the Isha Academy community.
- How people grow and change, and how needs change as they grow.
- The importance of caring for the local and global environment.
- How to manage change when transitioning between learning groups or subjects.

Year 2

- How jobs help people earn money for their needs and wants.
- Exploring different types of jobs in the community.
- Recognising individual strengths and interests in relation to job choices.

- Understanding how the internet and digital devices are used in various jobs.

Key Stage 2

Year Group: Health and Well-being
At Isha Academy, we value good communication and treating others with respect. Our approach to health and well-being focuses on positive decision-making, self-care, and safety, both physically and emotionally.

Year 3

- Recognising hazards and taking steps to keep oneself and others safe.
- The importance of body safety and respecting boundaries.
- How to respond to pressure, including online pressure, and seek help when needed.
- Everyday health routines, including hygiene, safety measures like seatbelts, and understanding the importance of safe practices.
- How accidents and injuries should be treated and the role of emergency services.

Year 4

- Recognising personal qualities and building self-worth through achievements.
- Setting personal goals and managing setbacks.
- Understanding emotions and how to express and manage them.
- The significance of online safety and responding to digital risks.
- The role of the community in keeping people safe, both in real life and online.
- Understanding peer influence and managing it in positive ways.

Year 5

- Basic first aid, including how to deal with burns, cuts, and allergic reactions.
- Recognising and respecting differences between people and understanding identity.
- Managing personal relationships, including friendships, and the importance of communication.
- Learning about rights, responsibilities, and respectful behaviours.
- Identifying and tackling stereotypes and assumptions.

Year 6

- Building positive friendships and understanding mental and physical health.
- Recognising and managing early signs of physical or mental health issues.
- Understanding how a healthy, balanced lifestyle supports mental and physical well-being.
- The significance of decision-making, including the influence of drugs, relationships, and healthy habits.
- Acknowledging the role of media, including social media, in influencing thoughts, feelings, and decisions.
- Learning how to evaluate online content and deal with misleading or unsafe information.

Year Group: Relationships
At Isha Academy, we stress the importance of kindness, empathy, and honesty in relationships, whether in a friendship, family setting, or online.

Year 3

- Understanding how friendships contribute to well-being and learning to seek support if feeling excluded.
- How to include others and build positive relationships.
- The differences in family structures and how families care for each other.

Year 4

- Recognising respectful behaviour and how to model this in all relationships, including online interactions.
- Understanding the relationship between rights, responsibilities, and respect in both the real world and online spaces.

Year 5

- How friendships and family relationships communicate, and the influence of social media in relationships.
- Understanding the differences between online and face-to-face friendships and keeping safe in both contexts.
- Identifying when a relationship is unhealthy and asking for help or advice.

Year 6

- Understanding consent in relationships, including the sharing of images and personal information online.
- How relationships may change, especially during transitions from primary to secondary school.
- The importance of mutual respect in romantic or intimate relationships.
- The role of media in shaping perceptions of relationships and how to question unrealistic portrayals.

Year Group: Living in the Wider World
Isha Academy focuses on cultivating a sense of belonging to different groups and communities, fostering respect and responsibility in our learners.

Year 3

- Recognising how different groups form part of the wider community, including school, family, and local communities.
- Respecting diversity and understanding that people live differently in different places.

Year 4

- Understanding shared responsibilities in protecting the environment.
- Making responsible choices in how we care for others and our planet.

- Developing communication skills to share ideas and opinions on topical issues.

Year 5

- The role of consumer choices in shaping society and the environment.
- The importance of considering the sustainability of products and services (e.g., Fairtrade).
- Exploring career options and the skills needed to pursue different paths.

Year 6

- Understanding how choices in careers and life decisions impact well-being and the wider community.
- Becoming an active participant in the community, promoting positive actions and challenging negative assumptions.

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7) How the curriculum for Relationships and Health Education (RHE) is taught

RHE is taught as part of the personal, social, health, and economic (PSHE) education curriculum at Isha Academy. Biological aspects of RHE are incorporated into the science curriculum, with additional components included in religious education (RE) and computing. Pupils in Years 5 and 6 receive support in understanding bodily changes and puberty through workshops, which are led by the school nurse in collaboration with Year 5 and Year 6 educators.

Relationships education focuses on imparting the essential components of positive relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Specific programmes in RHE for Year 5 and Year 6

For several years, Isha Academy has partnered with RCRE8now. A team of three drama specialists works with every Year 5 pupil for six weeks on a programme called *Just 3 Clicks*, which covers topics such as friendship, family dynamics, radicalisation, the impact of ideologies, and building resilience. In July 2021, a new drama-based education programme was introduced in collaboration with RCRE8now. This programme prepares Year 6 pupils for the transition to secondary school and addresses various changes they might experience.

These subjects are taught with sensitivity, recognising the diverse family structures that exist, including single-parent families, same-sex parents, families headed by grandparents, adoptive families, foster families, and others, while also being aware of children in different circumstances such as looked-after children or young carers.

MVP – Programme Years 5 and 6

Autumn 1 sees the introduction of a programme designed by the West Midlands Violence Prevention Partnership, which aims to foster leadership skills and character development. MVP enables pupils to explore real-life scenarios and learn how to handle difficult decisions, promoting self-responsibility. Through discussions and role-play, the programme highlights virtues such as empathy, generosity, respect, and kindness. The goal is to empower pupils to become responsible citizens and positive role models who challenge negative stereotypes.

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8) Pupils with Special Educational Needs and Disabilities

The RHE curriculum is designed to be inclusive, ensuring accessibility for all pupils. Teachers consider the communication needs and cognitive abilities of pupils when planning lessons and resources. Differentiation of teaching may involve modifying resources or providing additional support. Some pupils, particularly those with an Education Health and Care Plan (EHCP), may require individualised learning materials.

Pupils who are more vulnerable due to their needs or circumstances, such as those at risk of exploitation or bullying, will receive tailored support. Teachers will take into account any personal challenges a pupil may be facing, such as bereavement or caring responsibilities, in their planning and teaching.

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9) Roles and Responsibilities

9.1 The Governing Body:
The Governing Body will approve the RHE policy and ensure that parents are provided with clear information regarding the RHE curriculum. They will monitor the leadership and management of the subject through regular reports, evaluating the quality of provision and ensuring that pupils make progress in RHE. After the initial ratification, the annual review of the policy is delegated to the performance and standards committee.

9.2 The Headteacher:
The headteacher is responsible for ensuring the RHE curriculum is effectively planned, resourced, and taught, and that all pupils make progress in the subject.

9.3 Staff:
All staff are expected to model the values of Isha Academy and promote positive attitudes towards RHE, both in lessons and in interactions with pupils, families, and the community. This includes:

- Treating others with kindness and respect
- Modelling good communication skills
- Maintaining a commitment to inclusion and understanding
- Teaching RHE sensitively, and responding to the individual needs of pupils

Staff cannot opt out of teaching RHE, as it is a key part of the curriculum at Isha Academy.

9.4 Pupils:
Pupils are encouraged to actively participate in and enjoy RHE lessons. In assemblies and discussions, pupils should demonstrate respect, kindness, and consideration for others' opinions, especially when dealing with sensitive topics.

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10) Parental Right to Withdraw

Parents do not have the right to withdraw their children from relationships and health education at Isha Academy, as this is a compulsory part of the curriculum.

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11) Continued Professional Development (CPD)

New staff are trained on Isha Academy's RHE policy and curriculum during their induction. CPD on RHE is provided by the Assistant Head Teachers, and guest experts, such as school nurses, are invited to offer additional support and training. All visitors to the academy are vetted following the school's No Platform Policy.

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12) How the quality of Relationships and Health Education is monitored at Isha Academy

The quality of RHE at Isha Academy is monitored by the senior leadership team through various methods, including:

- Reviewing planning documents
- Conducting learning walks
- Observing pupil conversations and collecting feedback
- Monitoring respect and positive behaviours in pupils' interactions

Class teachers also monitor pupil progress in RHE as part of the academy's internal assessment system.

This policy will be reviewed annually and must be approved by the Governing Body after each review.

Appendix 1: By the end of primary school, pupils should know:

Topic | Pupils should know

Families and People Who Care About Me

- The importance of families for children's growth and stability

- Characteristics of a healthy family life, including commitment, protection, and shared time
- Understanding that families come in various forms and respecting those differences

Caring Friendships

- The role of friendships in making us feel secure and happy
- The traits of healthy friendships: trust, loyalty, and kindness
- How to handle conflicts and manage relationships with trust and care

Respectful Relationships

- The value of respecting others, even when they are different
- Practising courtesy and manners in relationships
- The significance of self-respect in personal happiness

Online Relationships

- The importance of respectful behaviour online
- Understanding the impact of bullying, including cyberbullying
- Safeguarding oneself online and recognising potential risks

Being Safe

- Recognising appropriate boundaries in relationships
- Understanding privacy and safety, including online behaviours
- Reporting any unsafe situations or abuse confidently
