יסודי התורה
Yesoiday HaTorah
Boys' Academy Manchester

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RSE Policy

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Revision of RSE Policy in line with current legal requirements and the expectation that RSE will become statutory.

Introduction

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 is compulsory for all primary schools and parents do not have a right to withdraw their children from lessons on this topic.

What is Relationships Education?

Relationships 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
- Friendships
- Respectful relationships
- Technology/digital/online relationships (in line with the school ethos teaching children not to use the internet, but how to use it safely in the future)
- Personal safety.

This 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.

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 and making reflective choices, 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 as determined by the Torah.

A further strand of relationships teaching is to provide pupils with the knowledge to recognise and report all forms of abuse, this will be taught by Rabbi Harris who has been trained by Tahel. Children must be taught that they have rights over their own bodies, and they must be aware of boundaries in all forms of friendships, including friendships that develop online (in line with the school ethos teaching children not to use the internet, but how to use it safely in the future). Pupils should know who to turn to when they suspect or know that something is wrong.

For further details of the content of relationships education, how it is taught and what resources are used, please see the school's Relationships Education curriculum, within the PSHE curriculum. This curriculum includes several targeted friendship building programs.

Monitoring and Assessment

The effectiveness of the school's relationships education will be monitored on an ongoing basis by the Senior Leadership Team. The lead person for relationships education is Rabbi Yodaiken, in his role as CEO Executive Headteacher. The lead governor for relationships education is Mr M Bamberger who is also the safeguarding governor.

The school's provision for relationships education will be assessed on an annual basis.

SEND pupils

SEND pupils will be fully integrated into the full programme of relationships education. 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. This is specifically encouraged within the enriched Chavazelet setting.

Engagement with parents

This policy and the accompanying scheme of work were developed by the Senior Leadership Team of the school, in consultation with all stakeholders and with the teaching staff. There was also full engagement with parents, who were invited to comment on the draft plans for this policy and scheme of work. Many of their comments have been integrated into this policy.

A consultation has taken place between the school and parents with regards to sex education. Unanimously the parents opted to provide this information within the home setting and not in school. See attached letter.