



# INDEPENDENT JEWISH DAY SCHOOL an ACADEMY

Head Teacher  
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## Relationship and Health Education ("RHE") Policy

This policy has been written in conjunction with the Directors and Principal of the IJDS Academy.

This policy will be reviewed and renewed every three years by the Headteacher and Directors together with the Principal of the school.

The Independent Jewish Day School Academy is under no legal duty to provide Sex Education, and the directors of the IJDS have chosen not to offer sex education. Relationship and Health education is compulsory in all primary schools, therefore parents do not have a right to withdraw their child from Relationship Education.

Teaching of Relationship and Health Education at Independent Jewish Day School Academy is by class teachers, SLT, outside visitors, special assemblies and themed weeks; all approved by Directors in advance. This is always delivered within the context of the ethos of the school and Kodesh staff and visiting educators play a major role in its delivery

This policy is in line with the DfE Statutory Guidance 2019 and should be read in conjunction with;

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)

כי נר מצוה ותורה אור

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- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [National Citizen Service](#) guidance for schools

## **Introduction**

The importance and value of healthy, respectful relationships is fundamental to Jewish thought. Indeed, Hashem creates Adam and Eve in the Garden of Eden as a couple when he recognises the importance of the mutual support they can offer each other.

The principles of “Ve Ahavta Lreacha Kamocha”, of Love Your Neighbour as you do Yourself, sit at the very centre of everything in which we believe. Treating others with respect and kindness is key to what we teach the pupils of IJDS.

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 wellbeing, health and 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. Everyone faces difficult situations at some point in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help and to know where to access support.

High quality, evidence based and age appropriate teaching of these subjects can help to prepare pupils for the opportunities and experiences of adult life. They will enable us to enhance the moral, spiritual, social, cultural and mental development of pupils at school and in our community.

Our RHE curriculum is based on delivering the DfE SEAL (Social and Emotional Aspects of Learning) Programme, through class time, PHSE sessions, assemblies, themed weeks and workshops. Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a well-planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed their knowledge so that they can confidently use it in real life situations.

### **Pupils with Special Educational Needs and Disabilities**

Relationship and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with SEND who represent a large minority of pupils in general. The starting point for this is to provide high quality teaching, differentiated and personalised to meet those needs.

We are aware as a school that some groups of pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Some key aspects of the RHE programme will be taught through Life Skills, which is differentiated and personalised to meet their needs.

### **Directors**

As well as fulfilling their legal obligations, the Directors will also make sure that

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;

- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- The teaching of RHE is within the Jewish context of the school and is delivered appropriately in this regard

### **Relationships Education – An Overview**

The focus in our school is 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.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of Primary School, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – are the forerunners of teaching about consent, which takes place at Secondary School.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are

likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of Primary School, many children will already be using the internet. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers will include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. As IJDS is an orthodox Jewish school, pupils are taught about the importance of the family unit. They are taught about the holiness of the traditional family unit and how marriage and commitment are so important. However at the same time families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them. Children at Independent Jewish Day School will be taught that there are many different kinds of families, with more specific teaching in Year 5 & Year 6 about what these might look like. The children at the IJDS will also be taught what is the traditional Jewish view and balanced debate might take place. It is expected that all different kinds of families will be treated respectfully across the school community.

A growing ability to form strong and positive relationships with others depends on an individual's deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'middot '). In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth,

pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. We encourage this through our school values of; Ready, Respect, Safe and Kind.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. This is further supported with our work with Place2Be and the Independent Jewish Day School Academy being a recognised Centre of Kindness.

Through Relationships Education (and RHE), we will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries, ensuring young people understand that they have a right to privacy especially regarding their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong.

At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

By the end of Primary School; DfE **IJDS Programme of Study**

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability. <b>KS1 Autumn 1</b></li><li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. <b>EYFS, KS1, KS2 Autumn 1</b></li><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. <b>EYFS, KS1, KS2 Spring 2- Kodesh</b></li></ul>
	<ul style="list-style-type: none"><li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. <b>EYFS, KS1, KS2 Summer 1</b></li><li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. <b>KS2 Kodesh</b></li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <b>EYFS, KS1, KS2 Summer 1 &amp; Summer 2</b></li></ul>

<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends. <b>EYFS, KS1 &amp; KS2 Autumn 2</b></li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. <b>EYFS, KS1 &amp; KS2 Autumn 1</b></li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <b>EYFS, KS1 &amp; KS2 Spring 2</b></li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. <b>KS2 Summer 1</b></li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. <b>KS2 Summer 1 &amp; 2</b></li> </ul>
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<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> <p><b>This is taught through school rules and values, anti-bullying week, NSPCC talk and Streetwise assemblies and workshops on anti-bullying, stay safe and speak out, e-safety as well as lessons in Summer 1</b></p>
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<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul> <p><b>This is taught through e-safety week, workshops led by Streetwise, IT lessons throughout the school.</b></p>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). <b>EYFS, KS1 &amp; KS2 Autumn 2, &amp; School Values</b></li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. <b>Spring workshops NSPCC</b></li> <li>• that each person is in charge of their own body, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. <b>Spring workshops NSPCC</b></li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <b>Autumn 1, e-safety week, streetwise workshops</b></li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult. <b>Spring workshops NSPCC</b></li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard. <b>Spring workshops NSPCC, anti-bullying week, Streetwise workshops, assemblies</b></li> </ul>

	<ul style="list-style-type: none"> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so. <b>Spring workshops NSPCC, anti-bullying week, Streetwise workshops, assemblies</b></li> <li>• where to get advice e.g. family, school and/or other sources. <b>Spring workshops NSPCC, anti-bullying week, Streetwise workshops, assemblies</b></li> </ul>
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## Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Should this be the case, children will be encouraged to ask parents. Any questions asked will be answered as sensitively as possible, taking into account the pupil's individual family background and the ethos of the school

Meeting these objectives does require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods will take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Depending on the topic, teachers may require support and training in answering questions that are better not dealt with in front of a whole class. If this is the case, this will be provided by SLT.

## Health Education

### Physical health and mental wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

It is important to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Through effective teaching we aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. We want to create an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

**DfE Guidelines by the end of Primary School: [SEAL Programme/IJDS curriculum](#)**

<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li></ul>
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	<ul style="list-style-type: none"> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul> <p><b>This is taught through EYFS, KS1 &amp; KS2 Spring 1, Mental Health awareness week, anti-bullying week, school values &amp; assemblies.</b></p>
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<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul> <p><b>This is taught through e-safety week, anti-bullying assemblies and workshops, IT themed weeks.</b></p>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>

<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul> <p><b>This is taught through Science across EYFS, KS1 &amp; KS2, school nurse led assemblies and workshops</b></p>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul> <p><b>Year 6 Junior Citizenship Scheme run by Police and Streetwise sessions on peer pressure.</b></p>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as unexplained weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul> <p><b>This is taught through Science in EYFS, KS1 &amp; KS2</b></p>

<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul> <p><b>Year 6 Junior Citizenship training on First Aid Summer 2</b></p>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes These will be taught in single sex sessions</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul> <p><b>Year 5 &amp; Year 6 sessions led by Head of Kodesh and Headteacher, to boys and girls separately in Summer 2.</b></p>