



INDEPENDENT JEWISH DAY SCHOOL

an ACADEMY

Head Teacher

Mrs Jodi Schajer NPQH PGCE BA Hons

Consultation for Relationships and Health Education ("RHE")

Parents and schools play a key role in the education of children we cannot do it alone. The DfE is clear that parents and carers are the prime educators on many of these matters, however, schools complement and reinforce this role.

As a school we aim to deliver a broad and balanced curriculum that will prepare your children for life in modern Britain; hand in hand with a Jewish education, enabling them to live a fully active Jewish life in British society with commitment to modern orthodox halachic Jewish values.

DfE guidance states that;

As well as fulfilling their legal obligations, the governing boards should 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- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,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.

Foundation governors and trustees of faith academy trusts will also have wider responsibilities in relation to maintaining and developing the religious ethos of the schools.

We are in the process of working closely with the Kodesh Directors and Rabbi Zobin as Principal of IJDS, to ensure our teaching of Religious and Sex Education is in line with our school ethos and compliant with DfE requirements.

כי נר מצוה ותורה אור

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Current Provision in IJDS

Currently we teach Personal, Social and Health Education (PSHE) incorporating equality, moral, spiritual, social education in each year group. This is delivered through; assemblies to key stages and the whole school, led by staff or visitors, specific projects, individual lessons, circle time, Parsha and Halacha lessons to name a few. The basis for this education is teaching the 10 Commandments and Middot through 'Veahavta Lereacha Komocha' and focusing on our school values of being 'ready, respectful, safe and kind'. We teach about equality through learning about those with disabilities, for example, raising tzeddakah on 'Jeans for Genes' Day and so on.

We follow the DfE SEAL curriculum; teaching Social and Emotional Aspects of Learning to ensure progression in key skills, a structured and spiral curriculum for all pupils and a whole-school approach using a shared language. This is taught by class teachers and full details of the curriculum is in Appendix A.

DfE Statutory Guidance on Relationship Education, Sex Education and Health Education states that Relationships Education is compulsory in all Primary Schools in England and Relationship and Sex Education is compulsory in all Secondary Schools. As a primary school the Directors of the IJDS have chosen not to offer sex education.

As Relationship and Health Education is compulsory in all Primary Schools, there is no right to withdraw from Relationships Education or Health Education.

We do teach the children in Year 5 and 6 about puberty and changes that take place from a health and emotional viewpoint, with the emphasis being on respect and tzniut. In addition, 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. In addition, pupils are taught to respect other forms of families. Prior to the lesson, Rabbi Zobin will brief the teachers and will review the materials. The lesson will be taught by myself and the Head of Kodesh or another staff member that was briefed by Rabbi Zobin and approved by the Directors, in separate groups of boys and girls in order that they feel comfortable to ask any questions.

We teach about personal safety in terms of relationships and staying safe online and in person.

Proposals from DfE

The new proposals for the teaching of RSHE are;

-Specifically that we teach about relationships and different family units at an age appropriate level.

*Dfe Guidance; **Relationships Education (Primary)***

The focus in primary school should be 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 should be 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 – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be 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 should 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 should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should 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. 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; e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. 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. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

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.

Through Relationships Education (and RSHE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should 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.

At IJDS, we cover the core relationships education through our PHSE programme, supported by using SEAL objectives (Appendix A).

We further enhance our teaching through themed weeks such as; mental health awareness, anti-bullying and e-safety.

We encourage further social and moral values through our assemblies with a focus on our school values of being 'ready, respectful, safe and kind' recognising those qualities in others. Indeed we are now a recognised 'School of Kindness' having led themed assemblies and embodied this in our school values.

We encourage leadership through school council, eco- committee, playtime buddies and friendship circles, to name a few.

We welcome visitors, such as the NSPCC and Streetwise to enhance our PHSE programme and work together to deliver a 'Stay Safe and Speak Out' programme, teaching our pupils of the importance to speak out when they don't feel safe.

We ensure that our pupils know who they can turn to in school for help and that they feel safe and we regularly seek their feedback on this, to ensure that all of our pupils feel safe in school.

We match the Dfe Statutory Guidelines for RSHE Education, in our RHE Policy. Appendix B.

Next Steps

You have an opportunity to make your thoughts known to the consultation via the email address; rheconsultation@ijds.co.uk

Please note that while we are consulting parents, the ultimate decisions about content will be made by the Headteacher, the Directors and Principal of the school.