



Relationships Education Policy

With reference to -

Relationships Education, Relationships and Sex Education (RSE) and Health Education (Department for Education, July 2020)

Parental Engagement on Relationship Education (Department for Education, October 2019)

Education (Independent School Standards) (England) Regulations (2014)

1. Aims

The aim of relationships education at Alamiyah is to equip pupils with the knowledge to help them make informed decisions about their relationships and build their self-efficacy and to help keep them safe in an increasingly complex environment (including online), as well as how to seek help if they feel unsafe.

Pupils will explore the qualities and characteristics necessary to build meaningful relationships and to build empathy and compassion for all people regardless of difference. Pupils will learn about what makes healthy relationships, focusing on family and friendships, in a way that is age appropriate and based on Islamic values. Pupils will learn about the diversity of family life and relationships within their community in Britain and how to be respectful, inclusive and compassionate.

The Islamic faith is the school's guiding compass through which pupils are empowered to understand themselves and others. It is comprehensive encompassing all aspects of life including the personal, physical, social, moral, spiritual and economic spheres. Relationships Education at Alamiyah School is therefore centred on the example set by the Prophet Muhammad (peace and blessings be upon him) as a model of mercy and compassion for all people.

2. Definition of Relationships Education

DfE guidance states that, "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way". Therefore relationships education



allows pupils to learn about a range of relationships and about the importance of maintaining respectful and considerate relationships with people from a diverse range of backgrounds. Pupils should also be equipped to manage their own relationships so that they are healthy and successful and be enabled to make their own decisions whilst respecting the decisions of others.

2. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The school is committed to on-going consultation with parents and stakeholders. Any major policy, content or curriculum changes will also be reviewed with staff, pupils and parents.

The initial consultation process involved the following steps:

1. Draft Review – a working group reviewed all the relevant information and devised a draft policy and curriculum plans
2. Staff consultation – staff had the opportunity to look at the policy and curriculum and make recommendations
3. Parent consultation – parents were invited to look at the policy and curriculum and make recommendations
4. Pupil consultation – pupils were asked about what they wanted to learn relating to friendships, family relationships and relationships with others
5. Feedback Review - working group reviewed all feedback from Staff, Parents and Pupils and incorporated into the Policy where appropriate.
6. Ratification – once amendments were made, the policy was shared with Trustees and ratified

3. Statutory Requirements

Relationships education is compulsory in primary schools from September 2020. All pupils must take part in these lessons and cannot opt out of them. Relationships Education is not about sexual relationships. Sex education is not compulsory for primary schools. Upper Primary pupils will learn in general about human development from birth to old age which will provide pupils with an awareness of puberty as part of their PSHE lessons. Pupils will not learn about male and female sexual organs, human reproduction or any other aspect of sex education in any subject.



4. Links to other policies and curriculum areas

At Key Stage 2, the science curriculum includes teaching about changes to the human body as it grows and develops from birth to old age. PSHE and SMSC links to relationships education by looking at family, values and morals and the celebration of marriage in different traditions, different religions, differences in people and how to embrace difference of opinion respectfully, importance of freewill and choice. PSHE includes teaching about feelings, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries.

4b. Policies

The content of relationships education is supported by the following policies; Safeguarding Policy, Anti-bullying Policy, E-Safety Policy and Equality and Diversity Policy.

5. Equalities obligations and Inclusion

We will ensure Relationships Education is sensitive to the needs of individual pupils in respect to their different abilities, levels of maturity and personal circumstances and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

Pupils with SEND will be taught the content according to their educational and developmental needs which may involve teaching some content on a one-to-one basis.

Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. In order to remain inclusive information will be presented in a non-judgemental, factual way.



6. Delivery of relationships education

The three aspects of Relationships Education - attitudes and values, knowledge and understanding, and personal and social skills will be provided in an integrated way. Through delivery across the whole school, through the school's ethos, circle times and assemblies; through a cross-curricular teaching across a variety of subjects and through Relationships Education which will be delivered as part of PSHE.

Lessons will be delivered by school staff across key stage 1 and 2, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships
- Building self-respect as well as respect and empathy for others
- Awareness and assessment of potential risks
- Confidence to use knowledge of what is appropriate or right when making choices
- Assertiveness when keeping safe
- Managing conflict and difficult emotions
- Understanding a range of viewpoints and how to respectfully discuss with others, form an opinion and respectfully agree or disagree

Skills are taught within the context of family life and friendships, in an age-appropriate way. The school environment will reflect the value and virtues that come from positive friendships and relationships and embrace the diversity encountered by pupils in their day to day lives.

We recognise the importance of providing satisfactory answers to pupils' questions as if questions go unanswered by school staff, children may turn to inappropriate sources of information including the internet. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the relationships education policy and scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of questions or the answers may not be age or developmental appropriate to all children present. We will contact parents if any questions or issues arise that require parental input.



7. Curriculum Themes

The Department for Education (DfE) has set out guidance on what children must learn by the end of year 6, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years.

7.1 Families and people who care for me

- Families are important for children growing up because they can give love, security and stability
- 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
- 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
- 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
- Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

7.2 Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded



- 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
- 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

7.3. Respectful relationships

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- 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
- Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

7.4. Online relationships

- People sometimes behave differently online, including by pretending to be someone they are not
- 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
- Rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them



- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online

7.5 Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they are heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice e.g. family, school and/or other sources

8. Roles and responsibilities

8.1 The Trustees

The Trustees will approve the relationships education policy, and hold the head teacher to account for its implementation.

8.2 The Head Teacher

The Head Teacher is responsible for ensuring that relationships education is taught consistently across the school.



8.3 Staff

Staff are responsible for:

- Delivering relationships in a sensitive way, taking account of pupils' family and faith
- backgrounds
- Modelling positive attitudes to relationships education, as with any other subject
- Monitoring children's learning in order to ensure they make progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching relationships education. Staff who have concerns about teaching this subject are encouraged to seek support from Senior Management

8.4 Pupils

Pupils are expected to engage fully in relationships education lessons and treat others with respect and sensitivity, as we expect all the time in school.

9. Parents and Carers

We recognise that we will be able to deliver successful outcomes for our children when collaboration between pupils, parents/carers and the school is strong. We as a school, will therefore support parents and carers through a process of consultation and feedback so that parents/carers can be well informed. Additionally, parents/carers will be informed when the more sensitive aspects of the relationships education curriculum will be covered, to allay concern and to enable them to be prepared to talk to and answer questions from children about their learning.

Parents will be consulted before this policy is ratified by the Trustees. They will also be consulted at key stages of the development and implementation of the programme, as well as during the process of evaluation. However, it should be noted that Parents/Carers do not have the power of veto over curriculum content. The purpose of consultation is to seek feedback and keep them informed of how, what and when their children will be taught.



10. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education lessons taught as part of the PSHE curriculum. The right for withdrawal exists only for sex education which will not be delivered at the school in Key stages 1 and 2.

11. Training

Staff are trained on the delivery of relationships education as part of their induction and it is included in our continuing professional development calendar.

12. Monitoring arrangements

The delivery of RSE is monitored by the Head Teacher supported by the Trustees and through pupil and parent consultation. Pupils' development in Relationships Education is monitored by class teachers as part of our internal assessment systems.

13. Policy Review

This policy will be reviewed by the Head Teachers in conjunction with Senior Management every 2 years. If significant changes are required, the school will initiate the consultation process with Staff, Pupils and Parents again. At every review, the policy will be ratified by the Trustees. See 'Policy Review Schedule'.

Adopted in a meeting at Alamiyah School on 26/03/2021

Signed: H Musa (Headteacher) and S Motara (Chair of Trustees)