



AL AMEEN
PRIMARY SCHOOL



RELATIONSHIPS EDUCATION

POLICY

IN THE FOOTSTEPS OF

MUHAMMAD

Introduction

In this policy the governors and teachers of Al Ameen Primary School, in partnership with pupils and their parents, set out our intentions about relationships and sex education (RSE). We set out our rationale for and approach to relationships and sex education in the school.

This policy was produced in consultation with our staff, board of governors, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website. Additionally, we consulted our umbrella association, the Association of Muslim Schools.

This policy is written in accordance with the Department for Education's 2020 statutory guidance on Relationships Education and reflects our duties under the Independent School Standards to promote mutual respect, tolerance, and the Fundamental British Values of democracy, rule of law, individual liberty, and respect for those of different faiths and beliefs. Teaching is always delivered sensitively within the framework of Islamic morals and values.

Review of Policy

This policy will be reviewed every 2 years by the Head teacher, the Governing Body and staff. The next review date is January 2026.

Dissemination

The draft policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents on the school website and a copy is available from the school office.

Statutory Requirements

As an independent faith primary school, we must provide relationships education to all pupils as per [section 34 of the Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in [section 403 of the Education Act 1996](#).

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, do not make Health Education compulsory in independent schools however independent schools are obliged to teach health education as part of their PSHE provision.

Although Health Education is not compulsory in independent schools, Al Ameen Primary delivers age-appropriate health and wellbeing lessons through our PSHE curriculum, covering mental wellbeing, hygiene, healthy lifestyles, and emotional literacy. Biological aspects such as puberty and reproduction are taught in line with the National Curriculum for Science.

Defining Relationships and Sex Education

The 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”¹. This means that they should know what it means to be fully human, to be equipped to manage relationships so that they are healthy and successful and to be enabled to make moral decisions in conscience. The teaching of RSE will aid the development of their knowledge and understanding of themselves.

We will focus 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.”² This includes the topics of families and of the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

Rationale

Today, I have perfected your religion for you, and have completed My blessing upon you, and chosen Islam as Dīn (religion and a way of life) for you

Al-Quran 5:3

Islam is a complete way of life for Muslims. Its guidance is comprehensive and includes the personal, social, moral, and spiritual aspects of our lives. Our involvement in educating our children about relationships education is precisely because of this; we as Muslims must know how to have healthy, loving, and enriching relationships.

Indeed, in the Messenger of Allah you have an excellent example for whoever has hope in Allah and the Last Day and remembers Allah often.

Al-Quran 33:21

And verily, you (O Muhammad, peace and blessings be upon you) are on an exalted standard of character.

Al-Quran 68:4

The Messenger of Allah (peace and blessings be upon him) was the best of all in character and he presented to us a practical example of how to conduct ourselves and live our lives. RSE at our school is centred on the example set by the Messenger of Allah (peace and blessings be upon him) and will be positive and prudent, showing the potential for development, whilst enabling the dangers and risks involved to be understood and appreciated.

While our teaching is firmly rooted in Islamic values, pupils will also learn about the range of families and caring relationships that exist in modern British society. These topics are taught with great sensitivity, emphasising mutual respect and understanding, and reinforcing that Islam teaches dignity, compassion, and fairness towards all.

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Head Teachers, principals, senior leadership teams, teachers Page 4

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Head Teachers, principals, senior leadership teams, teachers Page 19

Our RSE teaching will be in accordance with Islamic principles and values. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

Values and Virtues

Our programme enshrines Islamic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in fulfilling the rights of others (*Huqqul Ibaad*) with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, chastity, integrity, prudence, mercy, and compassion.

Our RSE provision also supports pupils' spiritual, moral, social, and cultural development (SMSC) and reinforces Fundamental British Values by promoting respect for others, personal responsibility, and understanding of different faiths and communities.

Aims of RSE

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education.

Objectives

To develop in pupils, the following **attitudes and virtues**:

- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- recognising and valuing their own identity and that of others;

To develop in pupils, the following **personal and social skills**:

- making sound judgements and good choices which have integrity, and which are respectful of each individual's personal commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse, and bullying;
- managing emotions within relationships, and when relationships break down, managing these with confidence, sensitivity, and dignity;
- managing conflict positively and recognising the value of difference;
- cultivating humility, mercy, and compassion;
- learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet, and peer groups, and thus developing the ability to assess pressures and respond appropriately;

To **know and understand**:

- Islamic teaching on relationships;

- Islamic teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;

Inclusion and Differentiated Learning

We will ensure RSE 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.

Lessons will be adapted to support pupils with special educational needs and disabilities through visual aids, simplified materials, or small group support where appropriate. Pupil feedback is regularly gathered to ensure lessons remain relevant, accessible, and aligned with our Islamic values.

Equalities Obligations

The Governing Body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, religion, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity or sexual orientation or whether they are looked-after children.

Delivery

RSE is delivered in a developmentally appropriate and sequential way, ensuring that pupils build knowledge and understanding year on year. Lessons are designed to be age-appropriate, respectful, and consistent with the school's Islamic ethos.

Teaching strategies will include:

- establishing ground rules
- discussion
- project learning
- reflection
- experiential aspects
- brainstorming
- film & video
- group work
- role-play
- values clarification

Parents and Carers

We recognise that we will be able to deliver successful outcomes for our children when collaboration is strong, particularly between pupils, parents, and the school. We as a school, will therefore support parents and carers by providing material to be shared with their children at home. We will deliver workshops to help parents/carers to find out more. Additionally, parents/carers will be informed by letter when the more sensitive aspects of RSE 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 governors. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review, and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Each year, parents will receive an overview of the RSE topics to be covered and an invitation to attend a curriculum information session. Feedback will be used to review and refine the programme annually. The school maintains open dialogue with parents to ensure shared understanding of how the RSE curriculum aligns with both Islamic values and statutory expectations.

Parents do not have the right to withdraw their children from relationships education.

Roles and Responsibilities

Governing Board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

Headteacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Local Education Authority, and appropriate agencies.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All class teachers will be responsible for teaching RSE in our school.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

External Visitors

Our school may call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always compliment the current programme and never substitute or replace teacher led sessions. All external visitors will be fully vetted and clearly informed about their role and responsibility whilst they are in school delivering a session. All visitors will have to adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'³.

³ CES Checklist for External Speakers to Schools, 2016

Health professionals will follow the school's policies using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Islamic principles and practice.

Relationships with Other Policies and Curriculum Subjects

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (e.g. Anti-Bullying Policy, Safeguarding Policy etc).

Pupils with additional needs will receive appropriately differentiated support to enable them to achieve desired outcomes. Teaching methods will be adapted to meet the varying needs of all of pupils.

Sensitive Questions

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered and be sure that they will be free from bullying or harassment from other children and young people.

There may be sensitive or controversial issues raised by pupils when discussing certain topics in RSE. These may be due to their own experiences or because of the values that they hold. The governors believe that children are best educated and protected from harm and exploitation when given the opportunities to discuss such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for this discussion.

(See also Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more detail)

Supporting Children who are at Risk

Children will need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse, they are required to follow the school's Safeguarding Policy and immediately inform the designated senior member of staff responsible.

Confidentiality and Advice

All governors, all teachers, all support staff, all parents, and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Islamic understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the RSE programme. Teachers will always help pupils facing personal difficulties. Teachers should explain to pupils that they cannot offer unconditional confidentiality.

Monitoring and Evaluation

Monitoring will include lesson observations, scrutiny of resources, and pupil and parent feedback to ensure the RSE programme remains faithful to the school's Islamic ethos and meets statutory guidance.

The Headteacher will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually.

Approved by: Governing Board

Date effective from: January 2024

Next review due by: January 2026

Signed: M Uddin