



AL AMEEN
PRIMARY SCHOOL



RELATIONSHIPS EDUCATION POLICY

Effective from: 26/09/26

Next review: 26/09/28

Approval: Governing Board

IN THE FOOTSTEPS OF
MUHAMMAD

Introduction

Al Ameen Primary School provides statutory Relationships Education. The school does not provide a separate programme of non-statutory sex education at primary level. This is therefore a Relationships Education policy. The Department for Education's statutory guidance is titled Relationships Education, Relationships and Sex Education (RSE) and Health Education and applies to independent schools in relation to the provisions relevant to them. The separate statutory Health Education requirements for state-funded schools do not apply to Al Ameen as an independent school.

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 Education, and our rationale for and approach to teaching it.

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 it free of charge on our school website. Additionally, we consulted our umbrella association, the Association of Muslim Schools (AMS UK).

This policy is written with regard to the Department for Education's statutory guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education, effective from 1 September 2026, and the Independent School Standards guidance (April 2026). It reflects the requirements of Part 1 of the Education (Independent School Standards) Regulations 2014, including Standard 2A, together with the school's wider duties relating to PSHE, safeguarding, equality, spiritual, moral, social and cultural development, and preparation for life in modern Britain. Teaching is delivered sensitively within the framework of the school's Islamic ethos and values.

Review of Policy

This policy will be reviewed every 2 years by the Headteacher, the Governing Body and staff, or sooner if statutory guidance changes significantly. This review (September 2026) responds to the Department for Education's revised RSHE statutory guidance (effective 1 September 2026) and its updated Independent School Standards guidance (April 2026). The date of this review and the next scheduled review date are set out in the table on the cover page of this policy.

Dissemination

The draft policy is shared with all members of the Governing Body, and all teaching and non-teaching members of staff, and — before it is ratified — with all parents and carers for their comments, in line with Standard 2A(1)(f) of the Independent School Standards. Parental feedback is genuinely considered before the policy is finalised; see Parents and Carers, below, for how this consultation is run.

Once approved, copies of the policy are available to all parents free of charge on the school website and, on request, from the school office, in line with Standard 2A(1)(g) of the Independent School Standards.

Statutory Requirements

As an independent primary school, Al Ameen must provide Relationships Education to every registered pupil of compulsory school age who is provided with primary education at the school, in accordance with paragraph 2A(1)(a) of Part 1 of the Schedule to the Education (Independent School Standards) Regulations 2014. In making these arrangements, the proprietor must have regard to guidance issued by the Secretary of State under section 80A of the Education Act 2002, as required by paragraph 2A(1)(d) of the Independent School Standards.

Primary sex education is not compulsory. Al Ameen Primary School does not provide a separate programme of non-statutory sex education. Scientific education is provided through the school's science

curriculum in accordance with the Independent School Standards. Although the school may use the National Curriculum for Science as a reference when planning its curriculum, independent schools are not required to follow the National Curriculum.

Primary sex education is not compulsory. The Department for Education nevertheless recommends that primary schools teach sex education in Years 5 and/or 6, in line with content about conception and birth. The Governing Board has considered this recommendation and has decided that Al Ameen will not provide a separate programme of non-statutory primary sex education. This decision does not limit the school's duties to provide statutory Relationships Education, appropriate scientific education, safeguarding education or suitable PSHE provision.

In providing Relationships Education, the school has regard to the Department for Education's statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education, issued under section 80A of the Education Act 2002 and effective from 1 September 2026, as required by paragraph 2A(1)(d) of the Independent School Standards.

Health Education under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 is compulsory in state-funded schools but is not a separate statutory subject for independent schools. The Department for Education's statutory guidance makes clear that independent schools do not have to have regard to the Health Education section of that guidance, although they may find it useful when planning their provision.

Al Ameen is nevertheless required by paragraph 2(2)(d) of the Independent School Standards to provide personal, social, health and economic education (PSHE) which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. The school therefore provides age-appropriate health and wellbeing education through PSHE and the wider curriculum. This includes, as appropriate to pupils' age and needs, mental and emotional wellbeing, hygiene, healthy lifestyles, personal safety, online safety, road and water safety, and coping with change and loss. The school may draw on the DfE Health Education guidance where it considers this helpful, but does not present that guidance as a separate statutory Health Education curriculum for Al Ameen.

Safeguarding language and body terminology: The Governing Board has considered the Department for Education's statement that good safeguarding practice includes pupils being able to understand and use correct terms for body parts. As an independent school, Al Ameen is not required to have regard to the separate Health Education section of the statutory guidance. Having considered pupils' age, the school's Islamic ethos, safeguarding needs and the wider PSHE curriculum, the Governing Board has determined that safeguarding teaching at primary level will use clear, age-appropriate terminology, including the term 'private parts', with further terminology introduced where necessary to enable a child to communicate a safeguarding concern clearly and unambiguously. This decision will be kept under review as part of the school's safeguarding and curriculum monitoring.

Standard 2A also requires the school to maintain a written Relationships Education policy, make appropriate provision for Relationships Education, consult parents in developing and reviewing the policy, and make the policy available to parents free of charge. This policy is intended to meet those requirements alongside the school's wider duties under the Independent School Standards.

Early Years and pupils below compulsory school age: Standard 2A's statutory Relationships Education requirement does not apply to a pupil who is below compulsory school age. Children in Nursery and Reception nevertheless receive age-appropriate personal, social and emotional development, safeguarding and relationship learning through the Early Years Foundation Stage and the school's wider curriculum. Once a registered pupil is of compulsory school age and receiving primary education, the statutory Relationships Education requirements apply. The school ensures continuity so that early learning about relationships, feelings, boundaries and safety prepares pupils appropriately for the statutory programme.

Defining Relationships Education

The DfE's statutory 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 Relationships Education will aid the development of their knowledge and understanding of themselves.

We 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, being safe, and online relationships.

The 2026 statutory guidance strengthens expectations around online relationships and personal safety. Through Relationships Education, pupils are taught age-appropriate content about safe and respectful online behaviour, privacy and boundaries, recognising harmful or inappropriate contact and content, and how to seek help or report concerns. Wider matters such as scams, fraud, gaming and financial harms may also be addressed through PSHE, computing and online-safety education where appropriate; these are not described in this policy as separate statutory Health Education requirements for an independent school.

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. Relationships Education 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.

¹ Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education (statutory guidance, effective 1 September 2026), Introduction.

² Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education (statutory guidance, effective 1 September 2026), Primary relationships education section.

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.

Our Relationships Education 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 Relationships Education 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 Relationships Education

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that Relationships Education 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 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.

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 will ensure that the school meets its duties under the Equality Act 2010 and the Independent School Standards. Relationships Education will be accessible to all pupils and will be taught without unlawful discrimination. In planning and delivering the curriculum, the school will have regard to the protected characteristics that are relevant in the school context, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation, while taking account of pupils' age and the school's religious character. Teaching about different families and relationships will be factual, age-appropriate and respectful, and no pupil will be stigmatised because of their family circumstances or a protected characteristic.

Delivery

Relationships Education is planned and delivered in a developmentally appropriate and sequential way. For pupils of compulsory school age, the programme ensures that statutory content is covered progressively. Children below compulsory school age receive related age-appropriate learning through EYFS and the wider curriculum, as described above. Lessons are designed to be age-appropriate, respectful and consistent with the school's Islamic ethos while meeting the applicable statutory requirements.

Rather than being spread evenly across the school year, Relationships Education is taught as a dedicated unit of work each year, timetabled in the second half of the Spring term. Within this block, pupils in each year group cover that year's full set of Relationships Education objectives — families, caring friendships, respectful relationships, being safe, and online relationships — using the Association of Muslim Schools (AMS UK) Relationships Education Long Term Overview and Medium Term Plans as our scheme of work. This concentrated approach allows the subject to be taught, resourced and monitored consistently across the school, while related skills (for example on choices, rules, communities, and health and wellbeing) continue to be reinforced through the wider PSHE curriculum across the rest of the year.

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 support parents and carers by providing material to be shared with their children at home, and by running workshops to help parents/carers find out more. Parents/carers are informed by letter ahead of the Spring term each year, when Relationships Education is taught, to allay concern and to enable them to be prepared to talk to and answer questions from their children about their learning.

In line with Standard 2A(1)(f) of the Independent School Standards, parents are consulted on this policy before it is ratified by the Governing Board and whenever it is significantly revised. In practice this means: sharing the draft policy with parents (for example by letter and on the school website); giving parents a genuine opportunity to comment, including at a parent information session where requested; and considering that feedback before the policy is finalised or revised. Parents may also view the resources used in the Relationships Education programme on request.

Each year, parents will receive an overview of the Relationships Education topics to be covered for their child's year group 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 Relationships Education 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 Relationships Education policy, and hold the headteacher to account for its implementation.

Headteacher

The Headteacher has overall delegated responsibility for implementing this policy, ensuring that statutory requirements are met, liaising with the Governing Board and parents, and ensuring that staff have appropriate guidance, resources and training.

Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring 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 Relationships Education are encouraged to discuss this with the headteacher.

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

Pupils

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

External Visitors

The school may use appropriately selected external visitors or professionals to support aspects of Relationships Education. Visitors supplement, rather than replace, planned teacher-led provision. The school remains responsible for the content and quality of the curriculum and will ensure that any visitor, resource or session is suitable for pupils' age and needs, consistent with the school's ethos and statutory duties, and managed in accordance with the school's safeguarding and visitor procedures. Appropriate supervision and safeguarding checks will be determined according to the visitor's role and level of contact with pupils.

External professionals will be briefed on the school's policies, safeguarding expectations, curriculum aims and Islamic ethos. A member of school staff will retain responsibility for the session and for responding to any safeguarding concern or disclosure.

Relationships with Other Policies and Curriculum Subjects

This Relationships Education 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 Relationships Education 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 Relationships Education. 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 Relationships Education programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for this discussion.

Where pupils raise sensitive or contested matters, staff will respond in an age-appropriate, factual and sensitive way. In accordance with the Department for Education's 2026 statutory guidance, schools should not teach as fact that all people have a gender identity, and staff should not suggest that social transition is a simple solution to distress or discomfort. Staff will distinguish between established facts, the law, the school's religious ethos and matters on which there are differing views. Teaching will not unlawfully discriminate against or stigmatise any pupil or family. Questions that are not appropriate for whole-class discussion may be addressed individually, in consultation with parents where appropriate and subject always to safeguarding responsibilities.

Staff should refer to the Department for Education's statutory guidance on managing difficult questions and to the school's Safeguarding and Child Protection Policy when a question or disclosure raises a safeguarding concern.

Supporting Children who are at Risk

Children will need to feel safe and secure in the environment in which Relationships Education takes place. Effective Relationships Education 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. Because Relationships Education is delivered as a concentrated block in the Spring term, the Designated Safeguarding Lead is briefed ahead of each year group's teaching, in recognition that this concentrated teaching can prompt safeguarding disclosures within a short period.

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 Relationships Education 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 Relationships Education 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 Relationships Education programme remains faithful to the school's Islamic ethos and meets statutory guidance.

The Headteacher will monitor the programme through review of planning, schemes of work, resources, pupils' work and feedback. The effectiveness and statutory compliance of provision will be reviewed at least annually, while this written policy will normally be formally reviewed every two years or sooner where guidance, legislation or the school's provision changes significantly.