



ALAMEEN
PRIMARY SCHOOL



PSHE POLICY

Approved by: Mohammed Rahman (Head Teacher)

Date effective from: September 2026

Next review due by: September 2028

Signed: M A Rahman

IN THE FOOTSTEPS OF
MUHAMMAD

1. Introduction

Al Ameen Primary School believes that Personal, Social, Health and Economic (PSHE) education is central to preparing pupils to live safe, healthy, responsible and fulfilling lives as young Muslims growing up in modern Britain. PSHE gives pupils the knowledge, understanding, skills and attributes they need to manage their lives, now and in the future, and it is taught throughout the school in a way that is fully integrated with the school's Islamic ethos and values.

This policy sets out the aims, curriculum design, delivery model and monitoring arrangements for PSHE across the whole school, from the early years setting through to Year 6. It should be read alongside the school's Relationships Education Policy, which sets out in full how the statutory Relationships Education content is delivered.

2. Statutory Basis and Guidance

This policy has regard to the following legislation and guidance:

- Education (Independent School Standards) Regulations 2014, Schedule 1, Standard 2(2);
- Independent School Standards guidance (Department for Education, April 2026);
- Relationships Education, Relationships and Sex Education (RSE) and Health Education – statutory guidance (Department for Education, effective 1 September 2026);
- The PSHE Association Programme of Study for PSHE Education;
- Political Impartiality in Schools guidance (Department for Education, 2022);
- Equality Act 2010.

PSHE as a whole subject is not a compulsory requirement for independent schools, but Al Ameen Primary School chooses to deliver it as an integral part of its broad and balanced curriculum, as set out in the school's Curriculum Policy. Within PSHE, the school delivers the statutory Health Education content, and delivers the statutory Relationships Education content in the manner described in Section 6 below and set out in full in the school's separate Relationships Education Policy. Sex education is not taught at Al Ameen Primary School beyond the content of the science National Curriculum, in accordance with the Relationships Education Policy.

This policy operates in conjunction with the school's Relationships Education Policy, Curriculum Policy, Safeguarding Policy, SEND Policy, Equality Policy, Anti-Bullying Policy, Online Safety Policy and Complaints Policy.

3. Aims

Through its PSHE curriculum, Al Ameen Primary School aims to help pupils:

- develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, in accordance with Islamic teachings and values;
- become informed, responsible and active citizens, aware of their rights and responsibilities within the school, the local community and wider British society;
- develop good character (akhlaq), including honesty, respect, fairness, kindness, self-discipline and compassion;
- understand and manage their feelings and behaviour, build confidence, resilience and self-regulation, and make increasingly responsible decisions;
- build positive, respectful relationships with others, recognise appropriate boundaries, and know how and where to seek help for themselves or others;
- understand how to keep themselves physically and mentally healthy, and how to stay safe, including online, from risks such as bullying, exploitation and other harmful influences;

- develop an age-appropriate understanding of money, work, aspirations and economic wellbeing;
- recognise and challenge stereotypes, prejudice and discrimination, and value the diversity of people with different backgrounds, beliefs, families and protected characteristics;
- understand the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance, and see these as complementary to Islamic teachings on justice, consultation (shura) and respect for others.

4. Islamic Ethos and Integration

PSHE at Al Ameen Primary School is not taught as a set of secular values in isolation; it is consistently framed through the school's Islamic ethos. Where the LCP scheme of work covers themes such as honesty, kindness, fairness, respect, charity, self-discipline, forgiveness and responsibility, teachers draw explicit links to Qur'anic teaching, the Sunnah of the Prophet Muhammad ﷺ, and the Islamic concept of adab (etiquette and good manners). The Relationships Education content delivered through the AMS UK scheme (see Section 6) is written specifically for Islamic schools and integrates Islamic perspectives throughout.

Where any material sourced from LCP touches on matters that are contested or sensitive from an Islamic perspective (for example, aspects of the 'Feelings and relationships' theme in the Key Stage 2 files), that theme is not taught from LCP. Instead, the equivalent ground is covered through the AMS UK Relationships Education scheme, which addresses families, friendships, respectful relationships, personal safety and online relationships from an explicitly Islamic standpoint. Subject leaders review all LCP lesson content annually to ensure it remains consistent with the school's ethos before it is taught, adapting or omitting activities as necessary.

5. Curriculum Design and Delivery

PSHE is taught in every year group from Year 1 to Year 6 (and, in an age-appropriate form, in the Early Years – see Section 7), for one half-term block per unit, as set out in the school's Whole School Curriculum Map and in the PSHE Long Term Plan (a separate document). The programme draws on the following schemes of work, as confirmed in the school's Curriculum Policy:

Component	Scheme used
Core PSHE & Citizenship themes	LCP PSHE & Citizenship Resource Files (Third Edition) – EYFS/KS1 and KS2 Parts 1 and 2
Relationships Education	AMS UK (Association of Muslim Schools) Relationships Education Long Term Overview and Year 1–6 Medium Term Plans

The core themes covered through the LCP scheme are: Who am I?, Communities, Choices, Rights, Respect and Responsibilities, Rules, Health and Hygiene, Rules and Laws, Mental Health and Emotional Well-being, Right and Wrong, Life in Britain, Living in a Global Community, Democracy, and Building a Future (the world of work and money management).

Each LCP unit is taught as a discrete half-term block of between 8 and 16 lessons (the exact number is set out in the Long Term Plan), each lesson lasting approximately 30–60 minutes. Each unit follows the LCP structure of a stated aim, learning outcomes, resources, an activity with key questions for discussion, further suggestions, differentiation guidance, and an end-of-unit review ("What can I do and what have I learned?") completed by pupils and teachers together. Full lesson-by-lesson detail for each unit is set out in the PSHE Scheme of Work for the relevant year group.

6. Relationships Education

Relationships Education is statutory for all primary-age pupils. At Al Ameen Primary School it is delivered using the AMS UK Relationships Education scheme, which has been written specifically for

Islamic schools and covers Families, Caring Friendships, Respectful Relationships, Being Safe and Online Relationships.

Rather than spreading this content across all six half-terms of the year (as AMS UK's own long-term overview suggests), Al Ameen delivers the full year group's AMS objectives within a single block in the second half of the Spring term (half-term 2b), immediately following the corresponding entry in the Whole School Curriculum Map ("Relationships (AMS)"). This delivery model, the consultation process with parents, and the safeguarding arrangements around this block (including DSL briefing ahead of each year group's delivery) are set out in full in the school's Relationships Education Policy, which should be read alongside this policy. Parents cannot withdraw their child from Relationships Education.

Sex education is not taught at primary level beyond the reproduction content of the science National Curriculum.

7. PSHE in the Early Years (Nursery and Reception)

Nursery is a non-statutory early years setting and is not subject to a statutory Relationships or PSHE Education duty. Reception falls within the scope of statutory Relationships Education in law, although the Department for Education does not require a discrete taught PSHE programme at this stage. In both settings, PSHE is not delivered as a timetabled subject or in half-termly blocks as it is from Year 1; it is embedded throughout the school day.

Personal, social and emotional development is delivered through the Personal, Social and Emotional Development (PSED) area of the Early Years Foundation Stage framework, working towards the three Early Learning Goals of Self-Regulation, Managing Self and Building Relationships. This is achieved through continuous provision, adult-led small-group activities, circle time, modelling and praise, and everyday routines (for example turn-taking, sharing, tidying up, and greeting others), rather than through discrete lessons.

Where useful, staff draw on the Early Years section of the LCP PSHE & Citizenship Resource File, which is built around the themes of Fairness, Relationships and Choices. Activities and stories from this section are adapted where necessary so that they reflect the school's Islamic ethos – for example, framing fairness and sharing through the concept of *adab*, and kindness to others through the Sunnah of the Prophet Muhammad ﷺ. Staff also use age-appropriate stories, role play and puppets to help children begin to talk about their feelings, recognise the feelings of others, and understand simple safety messages, including early online safety (for example, when and how to ask an adult for help).

Progress is assessed through ongoing observation against Development Matters, and formally through the Early Learning Goals as part of the EYFS Profile at the end of Reception, rather than through the lesson-by-lesson assessment evidence used from Year 1 onwards (see Section 11). This early provision is intended to build the foundations – self-regulation, cooperative play, and an emerging sense of right and wrong – on which the Year 1 "Who am I?" unit and the rest of the PSHE curriculum then build.

8. Teaching and Learning

PSHE lessons are taught through a variety of approaches consistent with the LCP and AMS schemes, including whole-class discussion, circle time, paired and group work, role play, story and picture-book stimuli, and structured activity or resource sheets. Lessons open with clear learning outcomes and typically use key questions to prompt discussion and reflection. Teachers are encouraged to make cross-curricular links (for example with English speaking and listening, Religious Education and Islamic Studies) where these are identified in the medium-term plans.

When lessons touch on sensitive or contested subject matter, teachers establish clear ground rules for discussion, use distancing techniques (for example third-person scenarios or story characters) where appropriate, and teach accurate, age-appropriate vocabulary, correcting misconceptions

calmly and factually. Teachers make a clear distinction between personal beliefs, school expectations, the law and factual information, and, where political issues are discussed, do not promote partisan political views and instead offer a balanced presentation of differing perspectives, in line with the Political Impartiality in Schools guidance.

9. Safeguarding and Sensitive Issues

PSHE teaching must protect pupils' emotional wellbeing and safeguarding at all times. Staff follow this policy alongside the school's Safeguarding and Child Protection Policy, Online Safety Policy, Behaviour Policy, Anti-Bullying Policy and Relationships Education Policy. Where a pupil makes a disclosure during a PSHE lesson, teachers respond in line with safeguarding procedures and pass the matter to the Designated Safeguarding Lead promptly, without promising the pupil confidentiality. All resources, including any story, video or activity sheet drawn from LCP or AMS UK, are checked for age-appropriateness before use.

10. Inclusion and Special Educational Needs

PSHE is planned and taught to be accessible to all pupils, including those with special educational needs and disabilities (SEND) and those with English as an additional language (EAL). Differentiation guidance is built into every LCP unit (for example modified or pictorial activity sheets, additional adult support, or extension tasks for more able pupils) and is applied by class teachers in line with the school's SEND Policy. Where a pupil's needs mean that particular content requires further adaptation, this is agreed with the SEND and EAL Co-ordinator.

Teachers use accessible language, visual supports and carefully structured discussion, make reasonable adjustments for pupils with SEND, including social communication needs, and avoid making assumptions about pupils' family circumstances or personal experiences. More able pupils are offered challenge through mature reasoning, ethical discussion and application to unfamiliar situations.

11. Assessment

Assessment in PSHE is primarily formative. Each LCP unit specifies assessment evidence for every lesson (for example, through discussion, activity sheets or observation), and each unit concludes with a "What can I do and what have I learned?" review, completed jointly by pupils and teachers, which is used both to check understanding as a unit begins and to consolidate learning at its end. Teachers use this evidence to inform future planning and to identify any pupil who may need additional pastoral support.

Teachers also draw on questioning and discussion, scenario-based tasks, reflection activities and pupil self-assessment, and pupil voice to build a rounded picture of each pupil's understanding. This evidence is used to identify misconceptions or safeguarding knowledge gaps, revisit sensitive concepts where needed, adapt vocabulary and communication support, and inform whole-school safeguarding or wellbeing priorities. Each child's progress in PSHE is summarised in their written annual report to parents.

12. Monitoring and Review

The Headteacher, supported by the PSHE subject leader, is responsible for monitoring the quality and consistency of PSHE teaching across the school, through planning scrutiny, learning walks and discussion with staff and pupils. Monitoring specifically checks that planning shows progression, balance and age-appropriateness, that teaching about protected characteristics is respectful and accurate, and that PSHE is supporting wider safeguarding, behaviour and wellbeing priorities across the school. Staff are provided with training on sensitive areas of the curriculum and emerging safeguarding themes as required.

This policy, together with the PSHE Long Term Plan and Scheme of Work, will be reviewed every two years, or sooner if there is a change in statutory guidance or in the schemes of work used.

13. Roles and Responsibilities

- The Governing Board has oversight of the school's curriculum, including PSHE, and ensures that statutory requirements are met.
- The Headteacher has day-to-day responsibility for the implementation of this policy and for ensuring that PSHE is taught consistently and in line with the school's Islamic ethos.
- The PSHE subject leader is responsible for maintaining the Long Term Plan and Scheme of Work, reviewing LCP content annually for suitability, and supporting staff with resources and guidance.
- Class teachers are responsible for planning and delivering PSHE lessons in line with this policy and the agreed schemes of work, and for adapting content to meet the needs of their pupils.

14. Links with Other Policies

This policy should be read in conjunction with the school's Relationships Education Policy, Curriculum Policy, Safeguarding Policy, SEND Policy, Equality Policy, Anti-Bullying Policy and Online Safety Policy.