

Al-Ikhlaas Primary School

Relationships Education Curriculum



**RE RELATIONSHIPS EDUCATION  
POLICY**

# RE - RELATIONSHIPS EDUCATION POLICY

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# RELATIONSHIPS EDUCATION POLICY

## INTRODUCTION

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

Our school has undertaken a variety of consultations:

- *school council Y6*
- *questionnaires to parents/carers, meetings*
- *review of rE curriculum content with staff and pupils*
- *consultation with wider school community e.g. local Imam*
- *consultation with school governors*
- *consultations with other schools*

## Implementation and Review of Policy

Implementation of the policy will take place after consultation with the governors in the summer term. This policy will be reviewed annually by the Head teacher, RE/PSHE Co-ordinator, the Governing Body and staff.

## DEFINING RELATIONSHIPS 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”<sup>1</sup>. 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 RE will aid the development of their knowledge and understanding of themselves as sexual beings.

At Al-Ikhlaas, 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.”<sup>2</sup> 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.

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<sup>1</sup> 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

<sup>2</sup> 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

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. RE 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.

Our RE 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 (*Huququl 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.

## AIMS OF RE

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a positive and prudent relationships education which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in the Islamic vision of 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;

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 RE 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 . [Refer to the schools Inclusion Policy.](#)

## **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.

## **BROAD CONTENT OF RE**

Three aspects of RE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships curriculum.

See attached 'RE Curriculum Overview'

## DELIVERY

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- 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.

Parents have been consulted before this policy is ratified by the governors. They have been consulted at every stage of the development of the RE 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 RE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RE programme to meet their child's needs.

## BALANCED CURRICULUM

Whilst promoting Islamic values and virtues, and teaching in accordance with Islamic principles, we will ensure that pupils are offered a balanced programme by providing a Relationships Education curriculum that offers a range of viewpoints on issues.

Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Islamic values and principles. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

## RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the teaching of relationships education programme lies with the following staff; **Haleema Masood (PSHE coordinator) and Khaleda Begum (Head Teacher)**.

However, all staff contribute to the development of pupils' personal and social skills and will be involved in developing the attitudes and values aspect of the RE programme. They will be role models for pupils demonstrating good, healthy, wholesome relationships between each other, other adults and pupils.

## External Visitors

Our school may call upon help and guidance from outside agencies and health specialists to deliver aspects of RE. 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 our visitors policy. 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.

## **OTHER ROLES AND RESPONSIBILITIES REGARDING RE**

### **Governors**

- review the RE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g. SEN, the ethos of the school and our Islamic beliefs;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure the setting of RE within PSHE.

### **Head teacher**

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.

### **PSHE/RSE Co-Ordinator**

The co-ordinator with the Head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RE and the provision of in-service training.

### **All Staff**

RE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral, and spiritual well-being of their pupils. Teachers will be expected to teach RE in accordance with the Islamic ethos of the school. Appropriate training will be made available for all staff teaching RE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

## **RELATIONSHIPS TO OTHER POLICIES AND CURRICULUM SUBJECTS**

This RE 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.

## CONTROVERSIAL AND SENSITIVE QUESTIONS

The governors want to promote a healthy, positive atmosphere in which RE 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 RE. 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 RE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for this discussion.

## SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will need to feel safe and secure in the environment in which RE takes place. Effective RE 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 RE 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 RE programme. Teachers will always help pupils facing personal difficulties, in line with the school's Pastoral Care Policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality.



## MONITORING AND EVALUATION

The RE Co-ordinator 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 by means of questionnaires / response sheets / needs assessment given to pupils, and/or by discussion with pupils, staff and parents. The results of the evaluation will be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Reviewed:	H Masood	September 2022
	K Begum	September 2023
	K Begum	October 2024