

RHE & PSHE Policy

Relationships and Health Education &
Personal, Social, Health and Economic
Education

Where education is more than what you
know, it's who you can become...

Adopted	Hujjat Trust Board
Date	June 2026
Owner	HPS SLT
Review By	July 2027 (or earlier if statutory guidance changes)



**HUJJAT
PRIMARY
SCHOOL**

VISION

To be an outstanding, happy and inclusive school that cultivates our relationship with God through the conduct and teachings of Prophet Muhammad (SAW). A place where children can indulge their intellectual curiosity, develop a love for learning, and build the foundations to become ethical, responsible and inspirational members of society.

MISSION

We will facilitate the well-being and growth of every child's mind, body and character through:

- Nurturing children within a safe and caring learning environment to realise their full potential;
- Providing a broad, balanced, vibrant and inclusive core curriculum that fosters curiosity and outstanding academic achievement;
- Facilitating experiential teaching, enrichment activities that are a feast for the senses, and focused time on health, hygiene and nutrition;
- Fostering learners who are able to think, question and reflect independently;
- Developing confident, respectful and effective communicators who can express themselves and make informed choices;
- Encouraging positive relationships;
- Listening deeply and accepting every child as a gift from God.

This is accomplished through a values curriculum in accordance with the Islamic philosophy of education. Individuals are encouraged to reflect on the qualities of God and develop the virtues of good character as embodied by Prophet Muhammad (SAW), thus enabling our pupils to apply their knowledge and turn it into action for the benefit of our school and the wider community.

VALUES

- Integrity
- Respect
- Compassion
- Excellence
- Gratitude
- Service

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INTRODUCTION

As a primary academy, we must provide Relationships Education to all pupils under section 34 of the Children and Social Work Act 2017.

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

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

We follow the statutory DfE Relationships Education, Relationships and Sex Education and Health Education guidance, including the revised guidance for implementation from September 2026. The school has prepared curriculum alignment in advance, ensuring compliance with safeguarding, mental health and online safety expectations.

The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

Keeping safe requires children to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right. In addition, pupils should understand about bullying, and that this can include the use of derogatory terms

Effective relationships and health education is essential if young people are to make responsible, well informed, healthy and safe decisions about their lives. RHE is about the emotional, social, spiritual and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. It is **not** about the promotion of sexual activity.

RHE is firmly rooted within the framework for Personal, Social and Health and Economics (PSHE). Teachers at our school know about policy, procedures, relevant content, facts and issues, and importantly our faith ethos.

At Hujjat Primary School our pupils are taught to love and cherish their religion and culture, to be enriched by them; and that living an ethical life is a privilege. They are also taught to respect people of other faiths (or no faith), those who come from different cultures and those who choose to lead different lifestyles.

Values and Virtues:

Our RHE programme rests on the foundation of understanding the value of every human being as a creation of Allah (swt), and how this influences how we treat ourselves, our bodies and other people. The programme of study enshrines Islamic values relating to the importance of stable relationships, marriage and family life. It also promotes virtues which are essential in fulfilling the rights of others (*Huqq-ul-Ibaad*) with a proper respect for their

dignity and the dignity of the human body. The following virtues will be explored and promoted: faithfulness, chastity, integrity, prudence, mercy, and compassion.

Our school mission commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RHE is an integral part of this education. Furthermore, our school endeavours to raise students' 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 and health education which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in the Islamic vision of education.

RATIONALE

The Quran has placed a great emphasis on the dignity of the human being. For example:

"Indeed, We have dignified the children of Adam,..."
[The Holy Qur'an 17:70]

The human soul is a special creation that has the ability to uniquely reflect the Divine Names. As such, Muslims are taught to honour this creation and this teaching manifests in how we look after our soul, our bodies and other human beings.

When rooted in an understanding of Allah (swt) and the self, Islam acts as a holistic way of life for Muslims. Its guidance is comprehensive and includes the personal, social, moral, and spiritual aspects of our lives

Our Hujjat Primary School curriculum is built upon this understanding, and adopts a values based model reflecting the ambition for both educational excellence and the personal holistic development of young people. We believe that to educate the mind we must educate the heart, and instil values that are derived from faith.

We must also draw from the example set by the Holy Prophet (s) who was the best of all in character and he presented to us a practical example of how to conduct ourselves and live our lives.

"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."
[Holy Qur'an 33:21]

Our RHE teaching will be in accordance with these Islamic principles and values. It will build from a knowledge of the soul as a creation of Allah (swt), to explore how this informs how we interact with our own bodies, our relationships with other people and how we approach challenges faced in the world around us.

Through the provision outlined in this policy Hujjat Primary School aims to support pupils to have healthy, loving, and enriching relationships, guided by their faith values. It will help raise our pupils' self-esteem and confidence so that they can stay true to their values if challenged by others, their peers or what they see in the media, and in doing so develop their communication and assertiveness skills. There will be a focus on personal safety including understanding privacy, scams, consent, data sharing and digital wellbeing. We will take an approach which is both positive and prudent, showing best practices, whilst enabling the

dangers and risks involved to be understood and appreciated.

We aim to teach pupils to show respect, kindness and compassion towards people with different beliefs, cultures, religions, family backgrounds, abilities and life experiences. Pupils will learn that bullying, name-calling or discrimination is never acceptable. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

RHE thus enables Hujjat Primary School to cover with confidence, a wide range of contemporary and emerging issues in order to prepare pupils for every aspect of their lives and life in modern Britain as confident young Muslims.

We will continue to develop and mould the RHE programme of study as the needs of our pupils change, meeting the new challenges as they arise in our ever-developing world.

AIMS AND OBJECTIVES

In summary, the aims of relationships and health education (RHE) at our school are to teach pupils the fundamental building blocks and characteristics of positive relationships in all contexts (including online).

In particular this includes:

- All human beings as loved creations of Allah (swt) with intrinsic value and dignity
- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships and being safe
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the characteristics of good physical and mental wellbeing
- Provide a framework in which sensitive discussions can take place

At the appropriate age:

- Prepare pupils for puberty and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies in order to keep themselves safe from physical, sexual and emotional abuse.

Our objectives are to help children develop the following **attitudes and virtues**:

- Respect for the dignity of every human being as a creation of Allah (swt)– in their own person and in the person of others
- Respect and recognise diversity in families, structures and inclusive representations
- Joy in the goodness of the created world and their own bodily natures; as well as the uniqueness of individuals

- Responsibility for their own actions and a recognition of the impact of these on others
- Celebrating the gift of life-long, self-giving love, as connected with the love of Allah (swt)
- Empathy, mutual support and co-operation
- Recognising the importance of marriage and family life

and develop 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
- Assessing risks and managing behaviours in order to minimise the risk to health and personal integrity, self-esteem and self-awareness
- The skills needed for successful relationships; including a beneficial attitude towards difference and diversity as well as a sound understanding of their own and others' rights
- An understanding of their own bodies
- The confidence and awareness to seek help and advice
- An awareness of the right they have over their own body; and the skills to be assertive
- Good communication skills
- The ability to respect the right of others to hold opinions that differ from their own provided these views do not impact on the rights of others
- Understanding that pupils should not share inappropriate, private or sexualised content online, and should seek help from a trusted adult if they see content that makes them feel worried, uncomfortable or unsafe.

RHE gives pupils accurate information about relationships, allows pupils the opportunities to develop life skills along with a moral Islamic framework that aims to enable them to make positive use of that information by teaching them about the Islamic views on relationships, marriage and the importance of family life, as well as the centrality and importance of virtue in guiding human living and loving.

STATUTORY REQUIREMENTS

As a Free School we must provide Relationships Education and Health Education to all pupils as per section 34 of the Children and Social Work Act 2017.

The teaching of science is a requirement and will include, at the appropriate age, the elements of reproduction contained in the science curriculum.

In teaching RHE, we are required by our funding agreement to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Hujjat Primary School, we teach Relationships Education and Health Education in line with the statutory DfE Relationships Education, Relationships and Sex Education and Health Education guidance, for implementation from September 2026. Our wider PSHE curriculum is informed by the PSHE Programme of Study.

EQUAL OPPORTUNITIES AND INCLUSION

Hujjat School is committed to the provision of RHE to all its pupils. Equal time and provision will be allocated to all pupils. Any pupil deemed to be needing extra support with this area will be catered for appropriately, after consultation with the child's parents.

Our RHE programme is inclusive and acknowledges and accommodates the diversity within any group of people in terms of gender, religion, language, race, culture, social background, appearance, family set-up (including same-sex partners), special needs, ability or disability. This is in accordance with the Equality Act 2010.

In primary Relationships Education, pupils may learn that families can look different, including single-parent families, adoptive families, foster families, families led by grandparents, and families with same-sex parents. This is taught through the lens of kindness, respect, anti-bullying and ensuring that no child is made to feel ashamed of their family circumstances. The school does not teach sexual attraction, sexual activity or adult sexual relationships as standalone topics in primary Relationships Education.

The school does not teach gender reassignment as a standalone topic in primary Relationships Education. However, pupils are taught that all people must be treated with dignity, kindness and respect, and that bullying, name-calling or discrimination is unacceptable. Any questions raised by pupils will be answered in a factual, age-appropriate and sensitive way, consistent with safeguarding responsibilities, the Equality Act 2010 and the school's Islamic ethos.

CURRICULUM

RHE will be based on three core themes, from which the curriculum aligns with statutory Relationships Education and Health Education requirements. The wider PSHE curriculum is informed by the PSHE Association Programme of Study, structured under Health and Wellbeing, Relationships, and Living in the Wider World, with clear progression, sequencing and key vocabulary.

1. *Created and loved by Allah (swt) (this explores the individual's relationship with The Creator).* This will include covering the Islamic understanding of our inner nature (Fitrah), our purpose, dignity and love of the self through the love of Allah (swt). These understandings about oneself form the basis for personal relationships.

2. *Created to love others (this explores an individual's relationships with others)*. As Allah (swt) is The Loving. We are created out of love and for love thus the command to love is the basis of all Islamic morality.
3. *Created to live in community – local, national & global (this explores the individual's relationships with the wider world)*. This includes an awareness and understanding of personal safety when using roads, railways, water and public safety. Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the call of Allah (swt) for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues express the qualities of character that schools should seek to develop in their pupils, through their exemplification by teachers and the whole community of which the pupils are a part. These virtues reflect our Islamic tradition, but they are also, of course, fundamental human virtues which are universally shared.

In line with requirements topics covered will include:

5 distinct sections in Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

And the 8 distinct sections in Health Education:

- Mental Wellbeing, including an understanding of grief, loss and loneliness
- Internet safety and harms, including financial education and awareness of exploitation
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

All the statutory requirements of RHE are included in our programme of study and are delivered in accordance with the Hujjat Primary School faith designation, ethos and values. This approach is based on government guidelines which state that "All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about

issues that are seen as contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex”

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 an RHE curriculum that offers a range of viewpoints on issues.

Pupils will receive clear scientific information and they will cover aspects of the law pertaining to RHE (including at the appropriate age; forced marriage and female genital mutilation). 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.

If pupils ask questions outside the scope of this policy, teachers will seek guidance and respond in an appropriate manner, so they are fully informed and don’t seek answers online.

DELIVERY OF RHE

At Hujjat School, RHE is taught within the PSHE curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE).

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: children looked after or young carers).

Single and mixed sex classes

All pupils will participate in mixed-gender classes for RHE. However, in Years 5 and 6, when it is deemed appropriate, lessons may take place in single-sex groups, and opportunities will be made for pupils to discuss matters further in single-sex groups or individually.

Resources

RHE resources are chosen and checked by the Faith lead for:

- Promoting Islamic Values and Virtues
- Being inclusive
- Positive, healthy and unbiased messages
- Age appropriateness
- Promoting positive values
- Accuracy
- Being up to date

Teaching strategies will include:

- Establishing ground rules
- Distancing techniques
- Discussion
- Project learning
- Reflection
- Experiential aspects
- Brainstorming
- Film & video
- Group work
- Role-play
- Trigger drawings
- Values clarification

SAFEGUARDING

RHE may bring about disclosures of safeguarding children issues and all staff are conversant with the procedures for reporting their concerns. In these cases, the school's safeguarding children policy needs to be referred to.

RHE topics offer an opportunity to support children in learning how to keep themselves safe, for example in the discussion about private parts of the body. Children can be helped to learn what to do if others make them feel uncomfortable, and understanding the term 'trusted adult'

Cross-curricular topics include explicit teaching of emerging risks including AI harms, online exploitation, and harmful digital content.

CONFIDENTIALITY

Generally, a child's confidentiality may be maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, they will talk to the named DSL who may, or may not, confer with the Headteacher before any decision is made.

CONTROVERSIAL AND SENSITIVE QUESTIONS

When dealing with sensitive questions we will:

- Be prepared to adapt questioning and teaching to ensure statutory guidance is covered robustly yet with sensitivity.
- Use a question/ worry box (a box in the classroom that pupils can 'post' written questions)
- Allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually

- Encourage pupils to ask their parents/carers any question outside the planned programme

Appropriate use of language

All Staff will use the correct terms for all body parts and discuss 'slang' words if they arise, so pupils understand the meaning and know that some are offensive.

Ground rules within RHE lessons

- Respect will always be shown
- Hujjat School will keep confidentiality unless it is deemed that the child is at risk (see confidentiality above)
- Strategies will be developed to ease embarrassment if it occurs

ROLES & RESPONSIBILITIES

Parents and Carers:

At Hujjat Primary School, we recognise that Relationships and Health Education is most effective when there is a strong partnership between pupils, parents and the school. In keeping with our Islamic ethos, we work with parents and carers to support children to develop dignity, modesty, self-respect, good character and healthy relationships.

Parents and carers will be consulted before this policy is ratified by the Trustees and as part of the ongoing review and evaluation of the RHE/PSHE programme. They may request to view the curriculum materials and resources used to teach RHE/PSHE. The school will not enter into agreements with external providers that prevent parents from viewing materials used with pupils.

Parents and carers will be informed in advance when sensitive content is due to be taught, including puberty, body safety, private body parts, abuse prevention and online harms, so that they are prepared to support conversations at home in a way that reflects the values of the school and their family.

Hujjat Primary School teaches statutory Relationships Education, Health Education and the relevant elements of the science curriculum. We do not currently teach non-statutory sex education beyond the science curriculum. Parents do not have the right to withdraw pupils from Relationships Education, Health Education, safeguarding education, body safety content or science curriculum content.

The Board of Trustees

The Board of Trustees will ratify the RHE policy and hold the Headteacher to account for its implementation.

Trustees will ensure that the policy is reviewed, parent consultation has taken place, curriculum content is age-appropriate, resources have been checked, statutory duties are met, and the school's Islamic ethos is reflected lawfully and respectfully.

The Headteacher

The Headteacher is responsible for ensuring that RHE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering RHE in a sensitive way and in accordance with the Islamic ethos of the school
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils

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

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

The Headteacher will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RHE.

Pupils

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

External visitors

Hujjat Primary School may call upon help and guidance from outside agencies and health specialists to deliver aspects of RHE. Such visits will always complement 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 and be in line with our guidance 'Checklist for External Speakers to Schools'.

Where lessons are delivered by external visitors, the school will agree in advance how any safeguarding concern or disclosure will be managed.

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.

POLICY DEVELOPMENT

The policy development is in line with National Guidance. The consultation and policy development process involves the following steps:

1. *Review* – a member of staff or working group will gather together all relevant information including relevant national and local guidance;
2. *The Board of Trustees* will input into the policy;
3. *Staff consultation* – all school staff are given the opportunity to look at the policy and make recommendations;
4. *Parent/carer/stakeholder consultation* – parents/carers and any interested parties will be invited to attend meetings about the policy. Parents/carers should be aware of what's being taught, and are able to view all RHE curriculum materials on request.
5. *Ratification* – once amendments are made, the policy will be shared with the Board of Trustees and ratified.

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 through the school's prospectus and a copy is available in the school office. Details of the content of the RHE curriculum will also be published on the school's website.

RELATIONSHIPS TO OTHER POLICIES AND SUBJECTS

This RHE 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 will be adapted for pupils with SEND, communication needs, emotional needs, trauma histories or safeguarding vulnerabilities. Staff will consider pupils' maturity, cognitive understanding, language needs and family circumstances when planning delivery. Where appropriate, the SENCO will support planning and parents may be consulted about how best to support individual pupils.

MONITORING ARRANGEMENTS

The delivery of RHE is monitored by the Headteacher, together with the Faith Lead/PSHE Coordinator through normal monitoring activities carried out by the School including:

- Questionnaires
- Discussions
- Teacher assessments
- Pupils' self-assessment and evaluations
- Lesson Observations
- Overseeing of planning
- Learning Walks

Pupils' development in RHE is monitored by class teachers as part of the school's assessment procedures.

This policy will be reviewed by the Headteacher annually. The programme will be evaluated and results of the evaluation will be reported to interested parties and their suggestions sought for improvements. Trustees will consider all such evaluations and suggestions before amending the policy at every review, the policy will be approved by the Board of Trustees together with the Headteacher.

