

# Relationship & Health Education Policy

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

Adopted	<b>Hujjat Trust Board</b>
Date	
Owner	<b>HPS SLT</b>
Review By	<b>December 2027</b>



## VISION

To be an outstanding, happy and inclusive school that cultivates our relationship with God through the conduct and teachings of Prophet Muhammad (Peace be upon him). 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 (Peace be upon him), 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](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to 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

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 (PSHE) and Economics. Teachers at our school know about policy, procedures, our faith ethos, relevant content, facts and issues.

At Hujjat Primary School our students are taught to love and cherish their religion and culture, to be enriched by them; and that living an ethical life is a privilege rather than a burden. 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 of study 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 (*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

Qur'an and Prophetic traditions have placed a special emphasis of living a modest and pure life as a solution to the challenges faced by our youth today. Our Hujjat Primary School curriculum is built on the foundations of 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 our values derive from our faith designation.

Our RHE 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 students have a fundamental right to have their life respected whatever household they come from.

The significance of marriage and stable relationships as key building blocks of community and society will be emphasised whilst ensuring that there is no stigmatisation of children based on their home circumstances nor of other members of society who chose to enter into other types of relationships that are acceptable under UK law.

*“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”*

[The Holy Qur'an 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 and health 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.”*

[Holy Qur'an] 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 Holy Prophet (s) was the best of all in character and he presented to us a practical example of how to conduct ourselves and live our lives. RHE at our school is centred on the example set by the Holy Prophet (s) and will be positive and prudent, showing the potential for development, whilst enabling the dangers and risks involved to be understood and

appreciated.

Through the provision outlined in this policy Hujjat Primary School aims to raise our students' self-esteem and confidence, and in doing so develop their communication and assertiveness skills so that they can stay true to their values if challenged by others, their peers or what they see in the media.

We aim to teach students' to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our students 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 students 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 students 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)
- 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 diversity in families
- 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
- 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
- Respectful relationships, boundaries, and the risks of sharing information and images online

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 marriage and family life. As well as the centrality and importance of virtue in guiding human living and loving.

## STATUTORY REQUIREMENTS

As a primary Free School we must provide relationships 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 RHE as set out in this policy.

## 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 Equalities Act 2010.

## CURRICULUM

RHE will be based on three core themes:

1. Created and loved by Allah swt (this explores the individual's relationship with The Creator)

The Islamic imperatives of nature (Fitrah), purpose, to love and dignify the self, made through the love of Allah (swt), shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

2. Created to love others (this explores an individual's relationships with others)

As Allah swt is love. 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)

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 are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their pupils, through their exemplification by 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
- Internet safety and harms
- 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 will take place in gender groups and opportunities will be made for pupils to discuss matters further in gender 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.

## 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 modify the programme if a certain question occurs (perhaps because of media coverage)
- Use a question 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:

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 email when the more sensitive aspects of RHE 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 Trustees. They will be consulted at every stage of the development of the RHE 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 RHE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RHE programme to meet their child's needs.

At Hujjat Primary School we will only be teaching the students the statutory PANTS topic and we believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Parents **do not** have the right to withdraw their children from relationships and health education.

## **The Board of Trustees**

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

## **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 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 and be in line with our guidance 'Checklist for External Speakers to Schools'.

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 a meetings about the policy. Parents/carers should be aware of what's being taught, and are be 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 methods will be adapted to meet the varying needs of all of pupils.

## MONITORING ARRANGEMENTS

The delivery of RHE is monitored by the Headteacher, together with the Faith Lead/PHSE 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.