

PSHRE Policy

This statement, and our Personal, Social, Health, Relationships and Economic (PSHRE) Education intent and curriculum, has been developed by our Curriculum Lead in discussion with the PSHRE Lead, our teaching staff team, Head Teacher and trustees. This curriculum statement should be read alongside our:

- Mission Statement
- Curriculum Policy
- Marking Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Equality Policy
- Relationships Education Statement

In addition, we have a 'curriculum pack' for PSHRE, which includes details of the agreed curriculum for PSHRE at Al-Islamia Institute for Education.

This policy aims to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about what is taught in Relationships Education, how it is taught and who teaches it
- Enable parents and carers to support their children in learning about Relationships Education
- Give a clear statement on what the school aims to achieve from Relationships Education, the values underpinning it and why it is compulsory for all primary school pupils
- Sets out how Relationships Education meets schools' legal requirements to
 - promote well-being (Children Act 2004)
 - prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
 - meet the school's safeguarding obligations
 - comply with the Equality Act 2010 to prevent discrimination, harassment and victimisation (including that based on religion or belief, disability, sexual orientation, gender and gender reassignment**), advance equality of opportunity and foster good relations between different groups

**protected characteristics as enshrined in law through the Equality Act 2010.

Intent

As a school, we aim to deliver a nurturing environment for children to achieve academic excellence underpinned with Islamic values.

Our mission is brought to life by promoting IKHLAS— Inspiration, Knowledge, Healthy lifestyle, Leadership, Aspiration and Spirituality.

We promote **IKHLAS**:

Inspiration – **K**nowledge – **H**ealthy Living – **L**eadership – **A**spiration – **S**pirituality

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Our children's wellbeing and social development is an important part of the nurture that we provide at Al-Islamia. Developing their self-confidence and resilience, as well as providing the language and scaffolding to understand how to recognise and deal with challenges are essential life skills that we want our children to acquire.

Although the social, moral, spiritual and cultural development and understanding has been core to our wider pastoral attitudes for a number of years, and reflected strongly in our PSHE curriculum and in the experiences that we organise for our learners, we recognise that the focus on mental wellbeing is still relevant and essential to support children after the global changes due to the COVID-19 pandemic.

Our PSHRE curriculum is delivered in discrete lessons and units, as well as through theme days and activities such as Anti-Bullying Week and eSafety Day, and via Science. We have organised the statutory objectives from the PSHE and Relationships Education Framework over 6 years, so that the knowledge, skills and attitudes are appropriate to the age and maturity of pupils and progress from one year to another, building on what has been learned in previous years.

Relationships Education: The focus in primary school should be 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. **As a Faith School, we will also be ensuring that the Islamic values of relationships is taught alongside the position of protected characteristics in British Law.**

Health Education: The aim of teaching pupils about physical and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources (Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance, 2019). This includes learning about and respecting others who are different from themselves, and about discrimination and stereotyping based on the protected characteristics.

Implementation

Direct Teaching and Learning: We incorporate direct support and guided tasks and exploration during PSHRE sessions, with units separated into three core areas: Health and Wellbeing, Relationships and Living in the Wider World. The objectives for each area are pitched at age-appropriate levels, with ever-increasing complexity of content and self-analysis to ensure that children adopt the skills and knowledge that is relevant to their maturity and understanding.

Difference and Diversity

The Government guidance "expects all pupils to have been taught Lesbian, Gay, Bisexual and Transgender (LGBT) content at a timely point as part of this area of the curriculum" (DfE Statutory Guidance 2019). We will not plan and deliver lessons with a specific focus on LGBT, but through the teaching of larger themes such as understanding the society in which we are living and growing up and learning about tolerance and respect.

This will mean that when pupils learn about families, we will include families with two mums and two dads. At the same time, children will learn about the sanctity of family in Islam and learn about blended and step-families

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and fostering and adoption. When pupils learn about marriage, they will learn that marriage can be between opposite sex and same sex couples. They will also learn about the position of marriage in Islam, and polygamy as outlined in both Islamic and British Law. When children learn about bullying and discriminatory language, they will learn that this can happen because people are different or perceived to be different, and this can be because they have a different religion, are a different race, have a disability, or a different sexual orientation.

In Year 1, when we teach and learn about families, children will talk about their own families and begin to develop an understanding that all families are different but that they all love and care for one another. We use images that show a wide range of families, including families of different race, age and disability.

From Year 2, when we teach, learn and talk about families, we introduce the idea that other people's families may not be the same as our own, but that is ok and that, even though they are different, their love and care for one another is what is important and that we respect one another's differences. Children talk about their own family structures and teachers introduce a range of family structures to reflect the diversity within the school and within the community. These structures may include families with one parent, parents who are married, families with parents who are divorced where children might have parents and step-parents, families where children are living with relatives such as aunts, uncles and grandparents, families where children are adopted or fostered and families of different religions, race and disability.

The diversity of families continues to be included when classes learn and talk about families in Key Stage 2.

In Year 6, children will learn about marriage and civil partnerships and families where parents are of the same gender, and families in which parents might not be married.

Different Relationships

In Year 6, pupils learn that there are different types of romantic relationships, and that these can be between couples of the same and different gender. They learn a basic meaning of the words heterosexual, gay and lesbian. They learn about marriage and civil partnerships as a demonstration of commitment between couples of the same and different gender.

Stereotyping, Discrimination and Bullying

We do not tolerate any type of bullying or discriminatory language, including the use of the word lesbian, gay, bisexual or transgender in an insulting or derogatory way. The Equality Act 2010 requires schools to prevent all types of discrimination.

When we teach about bullying in Year 6, we cover all types of bullying and discriminatory language, including bullying based on race, religion, disability, gender, gender identity and sexual orientation.

Answering Children's Questions:

We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Headteacher or parents. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. Some questions may not be answered by school staff, but referred to adults at home instead.



Science National Curriculum

We deliver the Science National Curriculum which covers the biological aspects of sex education: growth and development, naming body parts, a basic understanding of the life process of reproduction and the human life cycle (see Appendix 1 for details of the National Curriculum content).

Parents do not have the right to withdraw their children from Science lessons.

Health Education and Puberty

All primary schools are required to teach statutory Health Education which includes teaching about puberty. We begin teaching about puberty in Year 5 as part of learning about the human life cycle. We introduce appropriately detailed information about the changes which happen at puberty for boys and for girls, including both the physical and emotional changes. We then revisit this information in Year 6.

How are biological aspects of science and puberty taught?

Biological aspects of science and information about puberty are taught through PSHE and Science in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single-sex groups can discuss issues with a teacher of the same gender or in a single-sex group. At these points, we ensure the same content and information is taught to both girls and boys. When we teach the biological aspects of science and puberty (Years 5 and 6) we provide a question box so that pupils can anonymously ask questions and these are then answered by the class teacher, if appropriate.

Wider School Environment: We also wish to reinforce the lessons we learn throughout the wider experiences provided by the school, and so we offer Cultural Appreciation Day; celebrate effort consistently; participate in national events such as Parliament Week, eSafety Day and Anti-Bullying Week; visit places of worship and discuss the cultural and religious representation within our community and Britain as a whole; and work with visitors and service providers both within and outside of the school, such as the Fire Service and community centre.

Teachers are also encouraged to ensure that lessons provide experiences that encourages resilience and self-confidence in one's opinions and actions, and helps develop the core concept of respect for others' choices and opinions, and to model this behaviour actively too.

In addition, as well as discussing mental health and wellbeing as part of the 'Health and Wellbeing units', the SLT are communicating with reputable services to deliver workshops for both staff and students where mental wellbeing is core to the learning, and is then extended to the different areas of school life and relationships.

As part of the curriculum offer, the school has developed and implemented a scheme of work based on IKHLAS - the school's values. The curriculum will be a detailed scheme that is delivered to the children which creates explicit links between the values and the activities offered in school, thereby increasing the opportunities that children have to develop their SMSC capital and experiences as students at Al-Islamia.

Training:

It is important that PSHRE is taught by teachers that are knowledgeable, skilled and confident. We ensure that teachers have received up-to-date training and provide a range of training opportunities including school-based INSET, team teaching and classroom observations. Training topics could include:

- what to teach and when
- leading discussions about attitudes and values

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- information updates
- practising a variety of teaching methods
- facilitating group discussions
- answering questions
- managing sensitive and controversial issues
- ensuring that the faith aspect of relationships is explained alongside the position of protected characteristics in law

Parental Involvement and Engagement

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We take account of religious and cultural views and aim to balance parental views with our commitment to comprehensive Relationships Education and compliance with the statutory guidance and Equality Act.

We will let parents know what will be taught and when and the resources that will be used. We will take every opportunity to inform and involve parents and carers by:

- engaging with parents when developing the Relationships Education policy and when it is reviewed
- publishing the Relationships Education policy on the school website
- providing information about content of the Relationships Education in the curriculum overviews on the school website
- inviting new parents and carers to workshops detailing any changes to the Relationships Education - all parents and carers will be invited, but priority will be given to new parents and carers in the first instance
- inviting Year 5 and 6 parents to an annual workshop about what will be taught in relationships education and Science, and include tips for talking to their children about relationships education and sex education.

Impact

We are passionate that our students leave Al-Islamia with both the academic and SMSC skills to enter and contribute to the wider world in a healthy and productive manner. We expect our children to comport themselves with the values and morals encouraged in Islam and within the British Values, and this is celebrated and reiterated constantly.

We also realise that as a school, we are uniquely placed to address issues, challenges and concerns that children may face, and want to build a school that is open to frank talking, supportive of mental wellbeing and active in developing an approachable environment of empathy and understanding. We know that we will not be able to fix each and every issue, but we want to provide a haven or safe space where children feel comfortable discussing and exploring challenges and concerns.

Pupils' progress in learning in Relationships Education is assessed using AfL such as KWL grids and self-assessment. Progress is also tracked on the school's tracking system regularly. Pupils' attainment in PSHE is reported to parents in annual reports.

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Confidentiality, Safeguarding and Child Protection

Although Relationships Education is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too. If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

Appendix 1

Biology Education in National Curriculum Science

The programmes of study for Science are set out year-by-year in the National Curriculum. Within each key stage, schools have the flexibility to introduce content earlier or later than set out in the programme of study. Schools can also introduce key stage content during an earlier key stage if appropriate.

Key Stage 1

Year 1

Animals, including humans

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

Animals, including humans

Notice that animals, including humans, have offspring which grow into adults.

Non-statutory Guidance

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: growing into adults can include reference to baby, toddler, child, teenager, adult. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow

Key Stage 2

Year 3

No content linked directly to Biology Education.

Year 4

No content linked directly to Biology Education.

Year 5

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Living things and their habitats

Describe the life process of reproduction in some plants and animals.

Non-statutory Guidance

Pupils should find out about different types of reproduction, including sexual reproduction in animals. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Animals, including humans

Describe the changes as humans develop to old age.

Non-statutory Guidance

Pupils could draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6

No content linked directly to Biology Education.

Appendix 2

Extracts from the [Relationships Education Framework](#)

By the end of primary

'Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

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Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

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Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

Relationships Education (Primary)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.'

Appendix 3:

Extracts from: [Inspecting Teaching of the Protected Characteristics in Schools](#): (redacted below to include information relevant only to independent primary settings)

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‘How we inspect teaching of the protected characteristics in schools

Inspectors will gather evidence on how schools promote equality and pupils’ understanding of the protected characteristics. They will use this evidence as part of evaluating and coming to judgements on 3 main areas:

- the [personal development of pupils](#)
- the [effectiveness of leadership and management](#): from the start of the summer term 2021, how the school meets the requirements of the Department for Education (DfE)’s [statutory guidance on relationships education, relationships and sex education and health education](#) (‘the DfE’s statutory guidance’) will contribute to this
- for non-association independent schools, whether the school meets the [independent school standards \(ISS\)](#); this also informs the judgement about the effectiveness of its leadership and management

If inspectors identify at inspection that a school is not teaching about **all** the protected characteristics, they will always report on this and will explain how (if at all) it has affected the school’s inspection judgements.

Personal development

The [education inspection framework](#) (EIF) and the [school inspection handbook](#) and [independent school inspection handbook](#) explain that pupils’ understanding of the protected characteristics and how equality and diversity are promoted form part of the evidence that inspectors use to evaluate the school’s personal development of pupils.

All primary and secondary schools, whether state-funded or independent, should be able to demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics. Schools will not be able to demonstrate this by pointing to a general policy of encouraging respect for all people.

Schools are not required to teach about all the protected characteristics in every year group; that is a matter for the school to decide, and how it plans its curriculum. However, the curriculum should be planned and delivered so that children develop age-appropriate knowledge and understanding during their time at the school...

There are a range of ways schools can choose to teach about these issues in an age-appropriate way. Primary schools could, for example, teach pupils about the different types of family groups that exist within society. ... As [stated in the DfE’s statutory guidance](#), teaching on these matters should be integrated appropriately into the curriculum, rather than addressed separately or in one-off lessons.

If a school does not promote pupils’ awareness and understanding of all the protected characteristics effectively, this may result in a ‘requires improvement’ judgement for personal development, particularly if inspectors identify one or more other weaknesses in the school’s promotion of and provision for pupils’ personal development. For independent schools, this only applies to standard inspections. This is regardless of any consultation that the school may have carried out to meet the requirements in the DfE’s statutory guidance.

Independent school standards

There are 2 paragraphs in the ISS that expressly require independent schools to encourage respect for the protected characteristics:

- Paragraph 2(2)(d)(ii) requires proprietors to provide a: ‘personal, social, health and economic education which... encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 [Equality] Act.’



- Paragraph 5(b)(vi) requires proprietors to ‘ensure that principles are actively promoted which... encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 [Equality] Act’

The DfE’s [non-statutory guidance on the ISS](#) contains further information for schools on meeting the above requirements. This sets out that schools must make pupils aware of the protected characteristics to the extent that it is considered age-appropriate to do so.

Before the start of summer term 2021, if an independent primary school does not teach about LGBT relationships, it will not automatically be judged to fail the ISS listed above, provided that it can satisfy inspectors that it has plans in place to meet the requirements of the guidance by the start of the summer term 2021. If it cannot do this (for example, if it has not consulted parents and has no plans to do so before the start of the summer term 2021), inspectors will normally judge that the school has failed to meet the ISS above. Under the EIF, non-compliance with the standards normally means a school will not receive a leadership and management judgement better than requires improvement.

From the start of summer term 2021, if an independent primary school does not teach about LGBT relationships, it will not automatically be judged to fail the ISS listed above, provided that it can satisfy inspectors that it has still fulfilled the requirements of the DfE’s statutory guidance. If it cannot do this, for example if it has failed to consult with parents, inspectors will normally judge that the school has failed to meet the ISS above. Under the EIF, this non-compliance consequently means it will not ordinarily receive a leadership and management better than requires improvement.

Faith teachings on protected characteristics

Schools are at liberty to teach the tenets of any faith on the protected characteristics. For example, they may explain that same-sex relationships and gender reassignment are not permitted by a particular religion. However, if they do so, they must also explain the legal rights LGBT people have under UK law, and that this and LGBT people must be respected.’

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