Relationships Education Policy (from 2020)

Document Control

This policy has been approved for operation within:	Manchester Muslim Preparatory School
Date of last review	
Date of next review	July 2022
Review period	Yearly
Owner	MMPS

1. Aims

Our approach to RE is rooted in Islamic teachings about the human person and presented in a positive framework within Islamic guidelines. It will emphasise the importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life being respected whatever household they come from and support will be provided to help pupils with different sets of values.

The aims of relationships education (RE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships

2. Statutory requirements

Statutory Guidance for Relationships Education (RE) and Health Education, published by the Department for Education (DofE) in June 2019, outlines what schools need to cover from September 2020

As an independent primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017.](#)

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

At Manchester Muslim Preparatory School we teach RE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including

relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make

recommendations

3. Draft RE policy submitted to Trust for initial consultation and approval

4. Parent/stakeholder consultation – parents and any interested parties were consulted via

questionnaire

6. Pupil consultation – we investigated what exactly pupils want from their RE

6. Ratification – once amendments were made, the policy was shared with the Executive Head

and the School's Trust for final approval

4. Definition

RE is about the physical, spiritual, emotional. moral, social and intellectual development of pupils. It involves learning about relationships, healthy lifestyles, diversity and personal identity.

RE is concerned with nurturing human wholeness and is centred around Islamic values and will be positive and prudent.

RE involves a combination of sharing information, and exploring issues and values.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. Delivery of RE

RE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RE are taught within the science curriculum, and other aspects are included in the Islamic Studies curriculum.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

For more information about our RE curriculum, see Appendices 1 and 2.

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: looked after children or young carers).

7. Roles and responsibilities

7.1 MIET

The Trust and the Executive Head will approve the RE policy, and hold the head teacher to account for its implementation.

7.2 The Head teacher

The Head teacher is responsible for ensuring that RE is taught consistently across the school.

7.3 Staff

Staff are responsible for:

- Delivering RE in a sensitive way

- Modelling positive attitudes to RE

- Monitoring progress

- Responding to the needs of individual pupils

The SMSC Lead is responsible for:

- reviewing the RE policy

- monitoring that RE is taught consistently

- ensuring the implementation of the RE curriculum

7.4 Pupils

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

8. Training

Staff are trained on the delivery of RE and it is included in our continuing professional development calendar.

The head teacher will also invite visitors from outside the school, such as health professionals, to provide support and training to staff teaching RE.

9. Monitoring arrangements

The delivery of RE is monitored by the head teacher and the SMSC lead through:

- Planning Scrutinies

- Learning Walks

- Lesson Observations

Pupils' development in RE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Head. At every review, the policy will be approved by the Executive Head and the school's Trust.

Appendix 1: Curriculum map

Relationships education curriculum map

YEAR GROUP	TERM	PSHE THEME DETAILS	TERM	ISLAMIC STUDIES THEME DETAILS
Year 1	Summer 1	Relationships - Teamwork: • to understand skills needed to work collaboratively • importance of kindness • effects of bullying • making choices about behaviour and how feelings can be hurt	Spring 1/2	Adab and Ahklaq • Manners of greeting • Manners of visiting • Manners with family and friends • Caring for neighbours • Family and parents
Year 2	Autumn 2 Summer 1 Spring 2	Relationships • Importance of family • What makes a good friend • Boundaries and relationships • Resolving conflict successfully Growing Up • Describe how they have changed since a baby • Understand how needs change with age • Discuss what they want to do when older • Understand what to do if they feel uncomfortable Safety • How to stay safe online • Unsafe people and places	Summer 1/2	Adab and Ahklaq • Behaviour of Muslims to non-Muslims • Duties to parents and friends • Visiting relatives and friends • Visiting the sick

YEAR GROUP	TERM	PSHE THEME DETAILS	TERM	ISLAMIC STUDIES THEME DETAILS
Year 3	Autumn 2 Summer 1	Teamwork • impact of teamwork • conflict resolution strategies • recognising aspects of a healthy relationship Relationships • identify strengths and achievements • express thoughts and feelings respectfully • Strategies for asserting oneself in uncomfortable situations	Spring 2	Adab and Ahklaq • Rights of others • Kindness to Parents
Year 4	Autumn 2 Summer 1 Spring 2	Friendship • forming friendships • maintaining friendships Family • their own family and relationships within it • how to manage positive and negative feelings • importance of seeking help and support Safety • dealing with peer pressure • online safety	Spring 2	Adab and Ahklaq • Rights of Parents and Elders • Rights of Neighbours

YEAR GROUP	TERM	PSHE THEME DETAILS	TERM	ISLAMIC STUDIES THEME DETAILS
Year 5	Autumn 2 Summer 1	Teamwork • collaboration • compromise • respect and responsibility Relationships • communicating feelings • tricky situations	Summer 2	Adab and Ahklaq • Thinking Good of Others • Honesty and Trust in relationships • Guests & Hosts
Year 6	Autumn 2 Summer 1 Spring 2	Relationships • understanding what constitutes a healthy/unhealthy relationship- • families and friendship groups • conflict negotiation Growing Up • Feelings about change and transition to secondary school • Respectful relationships • Managing responsibility Safety • Online safety • Dares and peer pressure	Spring 2	Adab and Ahklaq • Social Interaction • Growing Up - Responsibilities of Entering Adulthood Fiqh • Maturity in Boys/ Girls

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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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
Caring friendships	• 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• 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	• 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
Being safe	• 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 e.g. family, school and/or other sources