



# Relationship and Sex Education Policy

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In this policy the governors and teachers of Leicester Islamic Academy (LIA) in partnership with students and their parents, set out our intention about relationship and health education. We set out our rationale for and approach to relationships and health education in the school.

This policy has been drafted in consultation with the governors, staff, parents and students and in conjunction with AMS. This policy is reviewed and approved by the governing body annually.

The policy should be read and complied with in conjunction with the following and other referenced documents.

- Staff Code of Conduct
- Child Protection
- SEND
- Curriculum
- Assessment
- 2019 – DfE – Relationships education, relationships and sex education (RSE) and health education: Statutory guidance for governing bodies, proprietors, Head Teachers, principals, senior leadership teams, teachers (nc. 2020 updates)
- 2020 – DfE- PSHE – Personal, social, health and (PSHE) education
- 2020 – OFSTED – Inspecting teaching of the protected characteristics in schools
- Forthcoming statutory guidance and legislation

## **1. Intent**

At LIA, students are taught to love and cherish their religion and culture, to explore its rich depths and to be enriched by them. 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.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Our RHE programme of study enshrines Islamic values relating to the importance of stable relationships, healthy bodies and family life. It also promotes those virtues which are essential in fulfilling the rights of others with a proper respect for their dignity and the dignity of the human body.

LIA takes its responsibility to provide relevant, effective and responsible relationships and health education (RHE) to all its students as part of the school's personal, social, health and economic education (PSHE) curriculum seriously. The school wants parents and students to feel assured that RHE education will be delivered at a level appropriate to both the age and development of students, and safe to voice opinions and concerns relating to the topics.

Our school mission commits us to strive for excellence in all areas of spiritual and academic development.

## **2. Ethos and Values**

Relationships and health education is a supportive means to help understand and in doing so overcome any challenges and barriers our youth may face. Qur'an and Prophetic traditions have placed special emphasis of living a modest and pure life and a solution to these challenges.

### **3. Statutory Requirements**

#### **3.1. Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance**

Statutory changes to Government guidance in 2019 ensured that Relationships and Sex Education (RSE), along with Health Education, formed part of the prescribed National Curriculum to be taught from Academic Year 2020-21; with the requirement for it to be fully embedded from 2021-22.

The DfE guidance states that. 'children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way'. This means that they should know what it means to be fully human, to be equipped to manage relationships so that they are healthy and successful and to be enabled to make moral decisions in conscience. The guidance focuses on healthy relationships and keeping children safe in the modern world whilst also covering a wide range of topics relating to physical and mental health, wellbeing, safeguarding and healthy relationships.

#### **3.2. Inspecting Teaching of The Protected Characteristics in Schools**

The DfE's statutory guidance requires that all schools must:

- take into account the age and religious background of all students and ensure that their teaching is appropriate to their age and religious background, to ensure that the topics outlined in the statutory guidance are appropriately handled
- comply with the relevant provisions of Equality Act 2012, including that they:
- must not unlawfully discriminate against students by treating them less favourably because they have one or more of the protected characteristics
- must make reasonable adjustments to alleviate disadvantage, for example by taking positive action to deal with particular disadvantages affecting a group because of a protected characteristic. The statutory guidance gives the example of taking positive action to support girls if there is evidence that they are being disproportionately subjected to sexual harassment
- make relationships education and/or RHE accessible for all students, including those with special educational needs and disabilities
- ensure that teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider implications of decisions they may make
- ensure that the materials used to support teaching are appropriate for the age and maturity of students and sensitive to their needs
- ensure that the needs of all students are appropriately met, and all students understand the importance of equality and respect
- ensure that teaching is sensitive and age appropriate in approach and content
- work closely with parents in all cases when planning and delivering the subjects, ensuring that parents know what will be taught and when, and clearly communicate the fact that parents do not have the right to withdraw their child from any part of the curriculum.

### **4. Development of Policy / Programme of Study**

#### **4.1. Consultation**

As an inclusive school community Leicester Islamic Academy are committed to both consulting and working in partnership with all stakeholders to develop this policy and the RHE programme of study. These have included AMS (UK), Governors, Parents/Carers, Staff, students and other local schools.

As part of the consultation the following elements have been carried out before ratification of the policy by Governors.

- Review and audit of current curriculum
- RSE Governor and Trustee consultations
- RSE Governor Presentation
- RSE consultation presentation to Parents, staff and students
- Whole staff consultation
- Parental consultation
- Student consultation
- Sharing of consultation feedback

## **4.2. Association of Muslim Schools**

The framework for the RHE programme of study has been developed in conjunction with the Association of Muslim School (AMS). One of the core roles of AMS UK is to represent the views and interests of Muslim schools to the Department of Education, statutory bodies and the private sector where appropriate. An important aspect of the role involves participation in consultations on education policy changes, particularly those that may impact on Muslim schools and the provision of values-based, faith-sensitive education.

All the statutory requirements of RHE are included in the LIA programme of study and are delivered in accordance with Leicester Islamic Academy's 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' (DfE 2019 RSE).

## **5. Implementation**

### **5.1. Cross-Curricular Dimension**

Leicester Islamic Academy take a whole school collaborative approach to RHE and the variety of themes are integrated throughout subject areas across the school, rather than solely addressed separately or in one-off lessons. This broad and balanced approach to RHE has been established within the curriculum for some time and is reflected in the curriculum design, content, sequence and coverage of programmes of study to provide students with the essential knowledge, understanding and skills they require and to equip them both for future learning and life.

There are particular links with the PSHE and Computing curriculum areas where there may be a focus on certain aspects of the PSHE and RHE programmes of study. Similarly, there are particular links with the Religious Education curriculum to establish clear Islamic guidance and to ensure that this provision is delivered within the ethos of the school community. RHE is delivered as part of the whole school PSHE framework with support facilities clearly signposted and available to all students

### **5.2. Curriculum Overview**

The curriculum and associated programmes of study are graduated to ensure content is both age appropriate and developmentally appropriate. It is taught in a sequenced approach building upon students' prior knowledge and aiding in their skill development. Respect for others is taught in an age appropriate way, in terms of understanding one's own and others' boundaries and students

are provided with the information they need to make an informed choice at relevant points within their school life.

All students have a right to develop an age appropriate understanding of RHE topics. This will prepare students for the opportunities, responsibilities and experiences of adult life and will enable the promotion of their spiritual, moral, social, cultural, mental and physical development, at school and in society.

In Relationship Education the following topics will be covered in an age-appropriate manner:

- Families;
- Respectful Relationships, including friendships;
- Online and Media
- Being Safe;

The Health Education element of RHE will cover the following topics in an age-appropriate manner:

- Mental Wellbeing;
- Internet Safety and Harms;
- Physical Health and Fitness;
- Healthy Eating;
- Drug, Alcohol and Tobacco;
- Basic First aid;
- Puberty

A curriculum overview of the RHE programme of study is included in Appendix 1.

### **5.3. Curriculum Objectives**

Curriculum objectives are managed with care to ensure that all teaching is sensitive and inclusive in its approach and content and with respect to the backgrounds and beliefs of students and parents. It is delivered with reference to the law ensuring students understand what is and isn't lawful; in respect of their and others rights. Teaching of sensitive issues combine a facts-focused approach with clear ethos-based guidance, particularly around the areas of the changing adolescent boys.

Curriculum objectives that will be covered through the RHE programme of study are included in Appendix 2.

### **5.4. Pedagogy**

Whilst promoting Islamic values and virtues, and teaching in accordance with Islamic principles, Leicester Islamic Academy will ensure students are offered a balanced programme by providing an RHE curriculum that offers a range of viewpoints on issues. Students are encouraged to ask perceptive questions to form knowledge-led opinions to equip them with the tools to deal with any challenges they may face within their school lives and in the wider world.

Pedagogy is through a range of teaching strategies to include but not limited to:

- Scenarios
- Discussion
- Project learning
- Reflection
- Experiences

- Brainstorming
- Film and video
- Group work
- Role-play

Leicester Islamic Academy ensures resources used are appropriate for the age and maturity and sensitive to the needs of students.

### **5.5. Inclusion and Differentiated Learning**

Leicester Islamic Academy acknowledges that students of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods will 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. Students with additional needs will receive appropriately differentiated support to enable them to achieve desired outcomes. Teaching methods will be adapted to meet the varying/specific needs of students at different developmental stages.

Leicester Islamic Academy will ensure the RHE is taught sensitively to the needs of individual students in respect to their different abilities, levels of maturity and personal circumstances and is taught in a way that does not subject students to discrimination. Lessons will also help children realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help

### **6. Right to Withdraw Children from the Sex Element of RHE**

In accordance with DfE guidance 'There is no right to withdraw from Relationships Education or Health Education' (DfE, 2019).

Parents/carers do not have the right to withdraw their child(ren) from any parts of the curriculum which fall under the

- Science National Curriculum orders;
- Relationships Education element of RSE and;
- Health Education elements of RSE.

### **7. Dealing with Sensitive and Controversial Questions**

The governors want to promote a healthy, positive atmosphere in which RHE can take place. They want to ensure that students can ask questions freely, be confident that their questions will be answered and be sure that they will be free from bullying or harassment from other children and young people.

There may be sensitive or controversial issues raised by students when discussing certain topics in RHE. These may be due to their own experiences or because of the values that they hold. The governors believe that children are best educated and protected from harm and exploitation when given the opportunities to discuss such issues openly within the context of the RHE programme.

The use of negotiated (between teachers and students) and established ground rules before issues of a sensitive/controversial and/or emotional nature are discussed will help to create a supportive climate.

Where topics of a sensitive/controversial and/or emotional nature are to be discussed, teachers will ensure that they are aware of students within their groups who may have personal responses and will develop inclusive teaching strategies (differentiation) to ensure that all students can access the content and contribute fully in a supportive environment. Teachers will consider the appropriateness of any discussions within a whole-class setting.

Other strategies that staff may use to support may be:

- An anonymous question box; this will enable students to feel more comfortable to ask questions without being identified
- Making the classroom a zone of safety; where children can feel safe to discuss any issues
- Signposting sources of support and help

## **8. Confidentiality**

Leicester Islamic Academy promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that students respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

All lessons, especially those in the RHE programme, will have the best interests of students at heart, enabling them to grow in knowledge and understanding of relationships and health education developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the ethos of the school.

Leicester Islamic Academy aim to provide a safe and supportive school environment where students feel comfortable talking to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education either at school or at home. In accordance with the Leicester Islamic Academy Child Protection policy, staff members/teachers will not advise students on direct personal matters, they will instead refer students as appropriate to the DSL and/or pastoral support available at school.

Students will be encouraged to talk to their parents/carers about the issues which are discussed in the RHE programme of study.

Personal information about students who have approached a teacher for discussion should only be shared for safeguarding purposes as appropriate. This will be with a designated member of staff i.e. The Designated Safeguarding Lead and other statutory agencies as appropriate.

Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures.

Staff members/Teachers will explain to students that they cannot offer unconditional confidentiality.

### **8.1. Safeguarding**

Students need to feel safe and secure in the environment in which RHE takes place. Effective RHE will provide opportunities for discussion of what is and what is not appropriate in relationships. Such discussion may well lead to disclosure of a child protection issue. If this is the case, the Leicester Islamic Academy Child Protection policy and safeguarding procedures must be followed.

Teachers will need to be aware of the needs of their students and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse, they are required to follow the school's Safeguarding policy and immediately inform the Designated Safeguarding Lead (and the Police in the case of suspected cases of FGM)

If there is a child protection concern, the information must only be shared in accordance with the Leicester Islamic Academy child protection and safeguarding procedure.

## **9. Training**

Training and continuous CPD is an important element in ensuring the rigour of the RSE programme of study at Leicester Islamic Academy. It is important that staff feel comfortable to take RHE focused classes and answer questions from students. If the teacher does not feel confident leading RHE discussions then that is likely to be reflected by the students, and their learning will be compromised.

The Association of Muslim School (AMS UK) will continue to provide specific staff training on the RSE curriculum.

Annual Safeguarding training and training around confidentiality is in place for all staff members with continuous Safeguarding bulletins throughout the year.

Specific training on how to deal with difficult questions is provided in-house. This provides the opportunity for times where staff may be faced with a difficult question in class that they may feel uncomfortable or ill equipped to answer.

## **10. External Visitors**

Leicester Islamic Academy will often 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.

Health professionals will follow the school's policies using negotiated ground rules like the teachers would. They will ensure that all support provided follows the school's faith designation and ethos.

## **11. Roles and Responsibilities**

### **11.1. Governing Board**

- Draw up the policy, in consultation with parents and teachers;
- Develop the policy and review and approve it on a yearly basis
- Ensure that the policy is available to parents
- Ensure that the policy is in accordance with other whole school policies, e.g. SEND, the ethos of the school and our Islamic beliefs;
- Ensure that parents know of their right to not withdraw their children
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum Science topics and the setting of RHE within PSHE.

## 11.2. Headteacher

- Overall delegated responsibility for the implementation of this policy
- Liaison with the governing body, parents, the Local Education Authority, and appropriate agencies
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to sex education
- Communicate with staff, parents and the governing body to ensure that everyone understands the school policy and curriculum for sex education, and that any concerns or opinions regarding the provision at the school are listened to, considered and acted on as appropriate.

## 11.3. RSE Development Team

The RSE Development Team is responsible for running the consultation, liaising with all the stakeholders and planning and organising the RSE programme of study.

## 11.4. Staff

- Have a responsibility of care; as well as fostering academic progress
- Actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their students
- Contribute to the development of students' personal and social skills
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RHE in school
- Teach RHE in accordance with the ethos of the school
- Provide feedback on their experiences of RHE provision

## 11.5. Parents / Carers

- Create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through school RHE
- Seek additional support in this from the school where they feel it is needed
- Provide feedback on their experiences of RHE provision

## 11.6. Pupils

- Attend PSHE lessons and any other lesson where RHE is being taught
- Recognise the importance of RHE as a tool to aid their personal development
- Are considerate of other people's feelings and beliefs
- Comply with confidentiality and class ground rules
- Raise their queries/concerns in confidence with a member of staff
- Ask questions where they are unsure or wish to seek knowledge
- Provide feedback on their experiences of RHE provision

## 12. Monitoring and Evaluation

The educational and personal needs of our students develop in line with varying societal pressures and economic change. Leicester Islamic Academy's aim is to provide RHE that is relevant and tailored to meet the needs of all our students, depending on their age and stage of personal development.

The RHE curriculum will be reviewed annually and parents/carers will be informed of any revision to the policy. This feedback will also include whether there have been any statutory changes which may affect the policy.

The effectiveness of the policy will be monitored through:

- Quality Assurance cycles – learning walks, book scrutiny and lesson observations
- Discussions with students, staff, parents/carers
- Information received from national reports and curriculum reviews

The results of the evaluation including opinions on provision and feedback comments will be reviewed and reported to Governors. These will then be taken into consideration when the curriculum is prepared for the following year's students. In this way, the school will be responsive to the needs for any change in the programme of study.

Governors remain ultimately responsible for the policy and will consider all evaluations and suggestions before amending the policy.

### **13. Equal Opportunities**

Leicester Islamic Academy complies with its duties under the Equality Act 2010 and strives to do the best for all of our students, irrespective of disability, educational needs, race, religion, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity or sexual orientation or whether they are looked-after children.

RHE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views are challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation is dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the LIA Anti-Bullying policy.

The Equality Act 2010 sets expectations on all schools, including faith schools, to promote equality. The Equality Act is clear that schools should take steps to advance equality of opportunity – this means that all schools should be teaching about the rights of all protected characteristic groups, including those for LGBT groups. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not compatible with our school's promotion of Islamic values and principles. Indeed, just as the Equality Act protects against discrimination on the grounds of religion or belief, so it protects against discrimination on the grounds of sexual orientation and gender identity.

### **14. Monitoring Arrangements**

This policy will be reviewed by the headteacher annually. At every review, the policy will be approved by the governing body.

### **15. Links with Other Policies**

This policy links with our:

- Child Protection Policy
- SEND Policy
- Anti-Bullying Policy
- Curriculum Policy



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Families</b>	<p><b>Understanding the World:</b></p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> <li>Show interest in different occupations.</li> <li>Continue developing positive attitudes about the differences between people.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<p><b>Understanding the world:</b></p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul> <p><b>Understanding the world: past and present</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society.</li> </ul>	<p>The composition of our families</p> <p>The roles the different members of our families have</p> <p>How our families are a blessing from our Lord</p> <p>How our families make us feel</p> <p>What it means to be happy, safe and cared for</p> <p>Danger and dangerous situations</p> <p>What our families do to protect us and keep us safe</p> <p>How those who do not have families may feel</p>	<p>What it means to be committed and how we show commitment</p> <p>The benefits of spending time and sharing our lives with our family members</p> <p>How those close to us help us when we are in difficult situations</p> <p>What healthy family life looks like including protecting and caring for each other</p>	<p>How love is demonstrated</p> <p>That our Creator loves us</p> <p>How we can give and receive love from our family members</p> <p>The importance of security and stability in being happy in our family life</p>	<p>The status of parents and the elderly in Islam and how we show them the respect due to them</p> <p>The rewards in Islam for developing and maintaining ties of kinship</p> <p>And describe the role of our extended families</p> <p>The importance of managing our time so that we are able to share our lives with our extended family</p> <p>That we sometimes have problems and ups and downs in our family relationships</p> <p>That when we resolve our problems our relationships can become strengthened</p> <p>How to deal with conflict with our family members</p> <p>The importance of developing humility and refraining from arguments to improve relationships and gain reward</p>	<p>How in some family relationships people can be unhappy</p> <p>What it means to become unsafe in family relationships</p> <p>What to do if we feel unhappy or unsafe in our relationships</p> <p>Where to access advice and support when we or those around us are in unsafe situations</p>	<p>That families can be composed in different ways</p> <p>The importance of respecting families that are different to ours</p> <p>How some families support orphans and those in need through fostering and adoption</p> <p>How we can engage with or support the different families around us</p> <p>Marriage in Islam</p> <p>Different faith perspective on Marriage</p> <p>The legal definitions of marriage and civil partnerships</p> <p>The marriage in the United Kingdom is available to both opposite and same sex couples</p>
<b>Caring Friendships</b>	<p><b>Communication and Language:</b></p> <ul style="list-style-type: none"> <li>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> </ul>	<p><b>Physical Development: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul> <p><b>Personal, Social and Emotional Development: Building Relationships:</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and others' needs</li> </ul>	<p>How we make friends</p> <p>How we feel if we do not have friends</p> <p>Giving and taking in friendships</p> <p>Characteristics of friendships including kindness</p>	<p>What makes a good friend</p> <p>What it means to feel secure in a friendship</p> <p>Insecurity in friendships and what this may look like for some of us</p> <p>How to develop security and happiness in our friendships</p>	<p>Mutual respect, loyalty, kindness and generosity</p> <p>How to become trustworthy and truthful</p> <p>How to develop healthy friendships by sharing interests and experiences</p> <p>Supporting friends in times of difficulty leads to stranger relationships</p>	<p>How to develop our character and akhlaq</p> <p>The importance of welcoming others and not excluding or making others feel lonely</p> <p>What it feels like to be excluded</p> <p>How to develop healthy, positive friendship</p> <p>The quality of strong healthy friendships which people have maintained over a long period of time</p> <p>The types of problems we may have in friendships</p> <p>How to reach resolutions in our problems by discussing</p>	<p>How to develop judgement and trust</p> <p>That some people may have insincere/ and or harmful intentions when trying to be our friends</p> <p>How to manage situations where friendships are making us unhappy or uncomfortable</p> <p>Where to access help for ourselves or others who may be in unsafe friendships</p>	<p>That all relationships and friendships have ups and downs and what these looks like</p> <p>That all friendships require work and investment which can become a means of strengthening them</p> <p>Approaches to conflict resolution</p> <p>That violence and being abusive are not options when we are in conflict</p>

# Respectful Relationships

						and getting help from others  How to develop self-reflection as a mean of self-improvement		
	<p><b>Communication and Language:</b></p> <ul style="list-style-type: none"> <li>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> </ul> <p><b>Personal, Social and Emotional development:</b></p> <ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts. Talk about their feelings using words like 'happy',</li> </ul>	<p><b>Communication and Language:</b></p> <ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Develop social phrases.</li> </ul> <p><b>Communication and Language: Listening, Attention and Understanding:</b></p> <ul style="list-style-type: none"> <li>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> </ul> <p><b>Communication and Language: Speaking:</b></p> <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</li> </ul> <p><b>Personal, Social and Emotional Development:</b></p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</li> </ul> <p><b>Personal, Social and Emotional Development: Building Relationships:</b></p>	<p>What good manners look like</p> <p>Rewards for good manners from an Islamic perspective</p> <p>Conventions for courtesy</p> <p>How to become better mannered and courteous</p>	<p>How we make choice and how these can be different to others</p> <p>That others can have different beliefs to us</p> <p>How we show respect to those who may be different in appearance, character, personality and background to us</p> <p>Commonality with those whose choices or lifestyles are very different to ours</p>	<p>What it means to have self-respect</p> <p>How to develop self-respect and self-esteem</p> <p>That developing our sense of self-worth will lead to us being happier</p> <p>The different approaches to self-improvement including prayer and reflection</p> <p>What it means to be respectful</p> <p>How to develop respect towards our peers and friends</p> <p>The importance of developing respect for our parents</p> <p>The steps to follow to develop respect for those who are different, or have different views to us</p> <p>Different types of bullying including online and how it affects people</p> <p>The impact of bullying on the health of those being bullied</p> <p>Why some people may become bullies and how to help them</p> <p>Strategies to help those being bullied and those that bully</p>	<p>The long-term effects of being bullied</p> <p>How to report bullying to adults</p> <p>The responsibility of bystanders to act when someone is being bullied</p> <p>How to get help if we are being bullied</p>	<p>What it means to give and receive respect</p> <p>The importance of respecting those in authority</p> <p>The Islamic perspective on showing respect</p> <p>Practical steps we can take to become more respectful And identify stereotypes</p> <p>How stereotypes are unfair and mostly negative and can be destructive</p> <p>How we can challenge stereotypes we ourselves have</p> <p>Stereotypes of Muslims and how we can challenge these</p>	<p>How to develop and maintain boundaries in relationships with peers, friends and adults</p> <p>The importance of seeking permission in relationships</p> <p>In which situations we have to give permission to others</p> <p>What to do when permission is not sought by others, when it should have been</p>

	<p>'sad', 'angry' or 'worried'.</p> <ul style="list-style-type: none"> <li>Understand gradually how others might be feeling</li> </ul>	<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and others' needs</li> </ul>						
<b>Online Relationships</b>		<p><b>Personal, Social and Emotional Development:</b></p> <ul style="list-style-type: none"> <li>Manage their own needs. - personal hygiene</li> <li>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</li> </ul>	<p>How to safely use the internet</p> <p>How to store passwords and improve security</p> <p>How to stay safe on different online platforms</p> <p>The importance of reporting to adults when we feel unsafe online</p>	<p>That in some situations people pretend to be someone they are not</p> <p>When to seek clarification that people are who they say they are</p> <p>How and why people behave differently online</p> <p>Situations where people may pretend to be someone else online</p>	<p>The importance of developing a code of conduct when dealing with people</p> <p>That the same principles apply online as face-to-face</p> <p>Islamic perspectives on online behaviour</p> <p>The principles to follow when we maybe online anonymously</p>	<p>Privacy and what this means</p> <p>How we can maintain our privacy online</p> <p>How our information and data is stored online</p> <p>Our rights regarding data storage and privacy</p>	<p>Principles of staying safe online</p> <p>How to manage risks online</p> <p>How to deal with harmful content online</p> <p>The importance of reporting content, which is upsetting, harmful and hateful</p>	<p>The Islamic perspective on time management</p> <p>The importance of managing our time online</p> <p>How to critically evaluate the information we access online</p> <p>The importance of being critical of online friendships especially with people we have not met</p>
<b>Being Safe</b>	<p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul> <p><b>Personal, Social and Emotional Development:</b></p> <ul style="list-style-type: none"> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> </ul>	<p><b>Personal, Social and Emotional Development: Managing Self:</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<p>That our bodies belong to us and we need to look after them</p> <p>When contact with others is appropriate and how this can be a source of comfort</p> <p>When contact with others is inappropriate</p> <p>What to do when we feel contact is unsafe or inappropriate</p>	<p>What it means to keep secrets</p> <p>Types of secrets that bring joy to others (e.g. A surprise party for our parents)</p> <p>When secrets can be unsafe or dangerous</p> <p>When to tell someone, we trust about secrets which may be unsafe</p>	<p>How to respond safely to others online, including adults</p> <p>The boundaries to stay within when online</p> <p>How to manage pressure from others, especially when we feel uncomfortable or unsafe</p> <p>How keeping secrets online can lead us to dangerous situations</p>	<p>What it means to give permission (consent) to others</p> <p>The situations where we need to give or receive permission</p> <p>What constitutes appropriate and inappropriate physical contact</p> <p>How to respond to unwanted contact, including physical</p> <p>The process for, and steps to getting advice and help</p> <p>How to develop persistence in gaining help</p> <p>How to respond to those who you know or suspect are in unsafe situations</p> <p>The role we can play in our community in keeping people safe</p>	<p>How to behave online from an Islamic perspective</p> <p>How to respond safely to adults in different contexts</p> <p>Safety protocols when dealing with unknown people online, including adults</p> <p>Where to get support and advice if we are worried about online safety</p> <p>Unsafe situations in different contexts</p> <p>How to respond to feeling bad about adults and their behaviour and conduct</p> <p>How to report concerns effectively</p> <p>The different channels we can use to report adults who make us feel uncomfortable or unsafe</p>	<p>How we can develop confidence to speak out about issues that are important to us</p> <p>The vocabulary required, and how to develop this when reporting concerns</p> <p>What abuse looks like in relationships and how to report this</p> <p>Where to get advice and support when in need e.g. Family, school and other sources</p>

Appendix 2 – RHE Programme of Study

Year	1A	1B	2A	2B	3A	3B
1	<b>Families</b> <i>Our families and how they make us feel</i>	<b>Caring Friendships</b> <i>Choosing and making friends</i>	<b>Respectful Relationships</b> <i>Good manners and courtesy</i>	<b>Respectful Relationships</b> <i>Respecting each other's differences</i>	<b>Being Safe</b> <i>Looking after my body and being respectful to others</i>	<b>Online Relationships</b> <i>Rules of staying safe online</i>
2	<b>Families</b> <i>How my family cares for me and keeps me safe</i>	<b>Caring Friendships</b> <i>How friends make us feel happy and secure</i>	<b>Caring Friendships</b> <i>Characteristics of caring friendships</i>	<b>Respectful Relationships</b> <i>Self-esteem and happiness</i>	<b>Being Safe</b> <i>Boundaries, privacy, and implications of these, including keeping secrets</i>	<b>Online Relationships</b> <i>To know that sometimes people pretend to be someone else, including online</i>
3	<b>Online Relationships</b> <i>Applying the same principles to online relationships as face-to-face relationship</i>	<b>Families</b> <i>Love, security and stability in happy family relationships</i>	<b>Caring Friendships</b> <i>Healthy, positive friendships and how they make us and others feel</i>	<b>Respectful Relationships</b> <i>Practical steps to support respectful relationships</i>	<b>Respectful Relationships</b> <i>Different types of bullying and the impact of bullying – part 1</i>  <b>Respectful Relationships</b> <i>Different types of bullying and the impact of bullying – part 2</i>	<b>Being Safe</b> <i>Persistence in asking for advice and help</i>
4	<b>Online Relationships</b> <i>How information and data is shared and used online</i>	<b>Respectful Relationships</b> <i>Responsibilities of bystanders and reporting bullying</i>	<b>Being Safe</b> <i>Responding safely and appropriately to unknown adults including online</i>	<b>Caring Friendships</b> <i>Problems in friendships and how to resolve them</i>	<b>Families</b> <i>Characteristics of a healthy family including spending time together</i>	<b>Families</b> <i>Problems in family life and family relationships</i>
5	<b>Online Relationships</b> <i>Recognising and reporting risks and harmful content</i>	<b>Caring Friendships</b> <i>What to do when friendships make me unhappy</i>	<b>Respectful Relationships</b> <i>Respecting others, including those in positions of authority</i>	<b>Respectful Relationships</b> <i>What stereotypes are and the impact of them</i>	<b>Families</b> <i>Dealing with unhappy family relationships</i>	<b>Being Safe</b> <i>Recognise and report feelings of being unsafe or feeling bad about adults</i>
6	<b>Online Relationships</b> <i>Critically consider online friendships and sources of information.</i>	<b>Caring Friendships</b> <i>Managing conflict.</i>	<b>Being Safe</b> <i>Getting advice and developing the confidence and vocabulary to report concerns about abuse.</i>	<b>Respectful Relationships</b> <i>Permission seeking and giving in relationships.</i>	<b>Families</b> <i>Different types of families and how we respect differences.</i>	<b>Families</b> <i>Marriage, including legal perspectives</i>