

**Believe
You
Can**

Relationships and Health Education Policy



Document Control

This document has been approved for operation at The Olive Tree Primary School	
Date of approval:	December 2023
Date of next review:	By December 2025 or sooner if required
Review period:	2 years
Status:	Approved
Approval Committee:	Trust Board
Version:	4

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Introduction

In this policy the trustees and teachers of The Olive Tree, in partnership with parents and carers, set out our intentions about relationships and health education (RHE). We set out our rationale for and our approach to relationships and health education at the school.

In formulating this policy, consideration will be given to:

- Schemes of work (Blossom Curriculum) devised by the Association of Muslim Schools (AMSUK);
- Feedback from Bolton's Council of Mosques (BCOM);
- Feedback from parents and carers of pupils attending The Olive Tree;
- Feedback from staff employed at The Olive Tree;
- Feedback from The Olive Tree's Board of Trustees.

Implementation and Review of Policy

Following consultation with the stakeholders outlined above, implementation of the policy took place in Spring term 2023. This policy will be reviewed after 12 months (in the first instance) and then at least every 2 years by the school's Acting Head of School, RHE Subject Leader, Board of Trustees and staff – as per the schedule outlined on page 2 of the policy. Feedback will also be sought from parents and carers of pupils attending The Olive Tree through the Parent Forum.

Dissemination

This policy has been shared with all members of the Board of Trustees, and all teaching and non-teaching members of staff. Copies of the document are available to all parents and carers through the school's website and through the school office (upon request). Details of the content of the school's RHE curriculum will also be published on the school's website.

Defining relationships and health education

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"¹. 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

¹ Relationships Education, Relationships and Health Education (RHE) and Health Education: Statutory guidance for governing bodies, proprietors, Head Teachers, principals, senior leadership teams, teachers Page 4

teaching of RHE will aid the development of their knowledge and understanding of themselves as healthy beings.

At The Olive Tree, we will focus 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.”² This includes the topics of ‘families’ and of ‘the people who care for me,’ ‘caring friendships’, ‘respectful relationships’, ‘online relationships’ and ‘being safe’.

Rationale

“Today, I have perfected your religion for you, and have completed My blessing upon you, and chosen Islam as Din (religion and a way of life) for you.”

Al-Quran 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 and know the role of health in our lives.

“Indeed, in the Messenger of Allah you have an excellent example for whoever has hope in Allah and the Last Day and remembers Allah often.”

Al-Quran 33:21

“And verily, you (O Muhammad, peace and blessings be upon you) are of an exalted standard of character.”

Al-Quran 68:4

The Messenger of Allah (peace and blessings be upon him) 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 will be centred on the example set by the Messenger of Allah (peace and blessings be upon him) and will be positive and prudent, showing the potential for development, whilst enabling the dangers and risks involved to be understood and appreciated.

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 pupils have a fundamental right to have their life

² Relationships Education, Relationships and Health Education (RHE) and Health Education: Statutory guidance for governing bodies, proprietors, Head Teachers, principals, senior leadership teams, teachers Page 19

respected whatever household they come from. It will also prepare pupils for life in modern Britain.

Values and virtues

Our programme 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 (*Huquq al Ibad*) with a proper respect for their dignity and the dignity of the human body. In line with the school's Islamic ethos, the following values will be explored and promoted: peace, respect, compassion, fairness, equality and trust.

Aims of RHE

Our school vision is '**Believe You Can**' and is strongly based on the belief that all children and adults can and will succeed. Through our vision, we believe that anything is achievable with perseverance and a belief that no task is too big.

Our pupils are provided with inspirational education and a plethora of experiences during their learning journey at school, taught within an Islamic ethos.

Our staff and pupils are dedicated to excellence and do not settle for anything less, they are equipped with a toolkit of skills and knowledge that will serve them through their lives.

We welcome diversity and believe in an atmosphere of mutual respect, motivation and warmth, which is prevalent across the school.

It is in this context that we commit ourselves, in partnership with parents, to provide children and young people with 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.

Content of Relationships and Health Education

The objectives which follow have been taken directly from the Department for Education's statutory guidance for schools regarding the content that must be taught by the end of primary school and have been categorised under two main headings:

1. Relationships Education
2. Health Education

In order to show the further distribution and coverage of RHE, an exemplified long term curriculum overview has been provided in Appendix 1.

Relationships Education:

By the end of Primary school, to develop in pupils an understanding of Relationships Education, to include:

<p>Families and people who care for me</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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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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.

<p>Respectful relationships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.
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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.

<p>Being safe</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.
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Health Education:

By the end of Primary school, to develop in pupils an understanding of Health Education, to include:

Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

<p>Internet safety and harms</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
<p>Physical health and fitness</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.

<p>Healthy eating</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
<p>Drugs, alcohol and tobacco</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
<p>Health and prevention</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination

Basic first aid	Pupils should know: <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	Pupils should know: <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Inclusion and differentiated learning

We will ensure RHE is sensitive to the needs of individual pupils in respect to their different abilities, levels of maturity and personal circumstances and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to 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. Teaching will be in line with the school's safeguarding policy and SEND policy, amongst others, and will take account the backgrounds of our pupils and age-appropriateness.

Equalities obligations

The Board of Trustees has wide responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of its staff and pupils, irrespective of their protected characteristics (including: disability, educational needs, race, religion, nationality, ethnic or national origin, pregnancy, maternity, health, gender identity or sexual orientation or whether they are looked-after children) - as required by law.

Delivery

Teaching strategies employed by staff will be mindful of the school's Islamic ethos and as such, will include:

- establishing ground rules for safe discussion
- distancing techniques to depersonalise topics under discussion
- discussion
- project-based learning
- reflection

- brainstorming
- film & video of appropriate content that supports the school's Islamic ethos
- group work
- role-play
- values-based learning

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 in advance 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 were consulted before this policy was 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. We will also provide information about useful reading material / websites as and when the opportunity arises.

Our aim is that every parent and carer will have full confidence in the school's RHE programme to meet their child's needs.

The right to withdraw:

As per the statutory guidance from the Department for Education found [here](#), parents cannot withdraw their child(ren) from Relationships Education because it is considered important that all children receive this content, covering topics such as friendships and how to stay safe. This includes learning about the changing adolescent body and puberty which is taught toward the end of key stage 2.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Balanced curriculum:

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.

In doing so, we will teach the distinctive faith (Islamic) perspective on relationships so that balanced **debate*** may take place about issues that are seen as contentious. This includes giving consideration to age appropriateness of the materials and content being taught.

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. Thus far, we will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals as required by law whilst ensuring the persons delivering the RHE curriculum do not attempt to influence children's learning of RHE through enforcing their own opinions beyond the statutory content and agreed scheme of work for RHE implemented by the school.

*When sharing the Islamic perspective on matters, teaching strategies will enable this to be presented rather than debated. (Further consultation on this will be conducted as the scheme of work develops.)

Responsibility for teaching the programme

Responsibility for the teaching of relationships and health education programme lies with individual class teachers for the classes they teach. However, whilst all staff will be offered the opportunity to contribute to the development of pupils' personal and social skills and will be involved in developing the attitudes and values aspect of the RHE programme, this will remain within the confines of the school's designated scheme of work and Islamic ethos at all times. In doing so, teaching and support staff will act as role models for pupils by demonstrating good, healthy, wholesome relationships between each other, other adults and pupils. At the same time, they will uphold public trust in the profession and maintain high standards of ethics and behaviour by having proper and professional regard for the Islamic ethos, policies and practices of the school by ensuring their personal beliefs are not expressed in ways which exploit pupils' vulnerability to the subject matter being taught.

External Visitors

Our school will, on occasion, 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 the school's code of practice for external visitors and will support the school's efforts to uphold public trust in the profession and maintain high standards of ethics and behaviour by having proper and professional regard for the Islamic ethos, policies and practices of the school and ensuring

that personal beliefs are not expressed in ways which exploit pupils' vulnerability to the subject matter being taught. Parents will be informed about the use of external visitors beforehand.

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.

Other roles and responsibilities regarding RHE

Trustees:

- draw up the RHE policy, in consultation with parents, carers and teachers;
- ensure that the policy is available to parents and carers;
- ensure that the policy is in accordance with other whole school policies, e.g. SEND, safeguarding etc and in line with the Islamic ethos of the school;
- ensure that parents and carers know of the law in relation to withdrawing their children - parents and carers cannot withdraw children from RHE (however withdrawal does apply to RSE (Relationship and Sex Education, Sex Education is currently not in the curriculum at The Olive Tree Primary.)
- link Trustee involved 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 where appropriate.

Head of School

The Head of School takes overall delegated responsibility for the implementation of this policy and for liaison with the Board of Trustees, parents/carers, the Local Education Authority, and appropriate agencies. In doing so, the Head of School may delegate oversight and implementation of the policy to other persons as he / she sees fit, whilst ensuring its dissemination remains within the frameworks of the Islamic ethos of the school.

PSHE/RHE subject leader

The PSHE/RHE subject leader, under the direction of the Head of School, has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RHE and the provision of in-service training. (They may be supported by the school's curriculum lead and the member of staff with responsibility for child protection - Designated Safeguarding Lead - as deemed appropriate.)

All Staff

RHE is a whole school responsibility. All teaching and support staff have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral, and spiritual well-being of their pupils. All staff have been provided with the opportunity to contribute to the development of this policy and all staff should be aware of the policy and how it relates to them. Teachers will be expected to teach RHE in accordance with the Islamic ethos of the school. To enable this, appropriate training will be made available for all staff teaching RHE.

Relationship to other policies and curriculum subjects

This RHE policy is to be delivered as part of the school's character education / PSHE provision. 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 pupils, in line with the school's policy for Special Educational Needs and Disabilities (SEND).

Controversial and sensitive questions

The trustees want to promote a healthy, positive atmosphere in which RHE can take place. They want to ensure that pupils 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 pupils when discussing certain topics in RHE. These may be due to their own experiences or because of the values that they hold. The trustees 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 ground rules, negotiated between teachers and pupils, will help to create a supportive climate for this discussion. Additionally, the statutory guidance for RHE makes it clear that

*“schools with a religious character may teach the distinctive faith perspective on relationships so that balanced **debate*** may take place about issues that are seen as contentious.”*

Thus far, teachers should be aware that pupils may / will bring forward religious viewpoints in relation to certain aspects of the taught RHE curriculum. These

should be welcomed and discussed in line with the school's statutory duty to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

*When sharing the Islamic perspective on matters, teaching strategies will enable this to be presented rather than debated. (Further consultation on this will be conducted as the scheme of work develops.)

The teaching of LGBT content:

The Department for Education's statutory guidance states:

"Pupils should receive teaching on LGBT content during their school years. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. Primary schools are strongly encouraged and enabled to cover LGBT content when teaching about different types of families."

The guidance goes on to say:

"...we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum."

In doing so, the guidance also states:

"Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content."

In demonstrating our adherence to the statutory guidance, we consider the teaching of content relating to LGBT relationships / same-sex marriages to be timely and appropriate when children have reached a level of maturity that will enable them to start to make sense of such matters. As a guide, therefore, our curriculum plan allows for the teaching of such matters towards the end of upper key stage two. In doing so, however, and in keeping with our pupils' faith backgrounds and the school's Islamic ethos, pupils **will be** taught the Islamic perspective regarding such matters to ensure a balanced understanding of the content being taught.

Supporting children and young people who are at risk

Children will 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 is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils 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 or senior member of staff responsible.

Confidentiality and advice

All trustees, teachers, support staff, parents, carers, and pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RHE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and health, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Islamic understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the RHE programme. Teachers will always help pupils facing personal difficulties, in line with the school's Safeguarding Policy. Teachers and support staff should explain to pupils that they cannot offer unconditional confidentiality.

Monitoring and evaluation

The RHE subject leader, in conjunction with the school's leadership team, will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils' work at regular intervals to ensure the content and delivery is consistent with:

- statutory requirements;
- age-appropriateness, and
- Islamic ethos - as outlined in this policy.

The programme will be evaluated termly for the first year and then annually either by means of questionnaires / response sheets / needs assessment given to pupils, and/or by discussion with pupils, staff and parents. The results of the evaluation will support curriculum review. Trustees will consider all such evaluations and suggestions before amending the policy. Trustees remain ultimately responsible for the policy.

APPENDIX 1: Relationships and health education- Long term curriculum overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	L1: Introduction Preparing for RHE CS: Values L2: Me & my family Our families and how they make us feel CS: Gratitude	L1: How my family cares for me How my family cares for me CS: Gratitude L2: Healthy friendships How friends make us feel happy CS: Kindness	L1: My loving family Love in happy family relationships CS: Love L2: My happy family Security and stability in happy family relationships CS: Security	L1: My healthy family Characteristics of a healthy family, including spending time together CS: Appreciation L2: . My committed family Characteristics of a committed family CS: Loyal	L1: Shared values in family life Well-being and happiness in family life CS: Teamwork L2: Overcoming challenges in family life Overcoming challenges at home CS: Determination	L1: Marriage Marriage, including legal perspectives CS: Fidelity L2: Respecting differences Different types of families and how we respect differences CS: Tolerance
Autumn 2	L3: Having good manners Good manners and courtesy CS: Courtesy L4: Me & my friends Choosing and making friends	L3: Being a trustworthy friend Characteristics of trusting friendships CS: Trustworthiness L4: Being positive Self-respect and happiness CS: Self-esteem	L3: My healthy friendships Healthy, positive friendships and how they make us and others feel CS: Inclusion L4: My respectful relationships Practical steps to support respectful relationships CS: Respect	L3: Problems in family life Problems in family life and family relationships CS: Problem solving L4: Challenges in friendships Problems in friendships and how to resolve them CS: Reasoning	L3: Overcoming challenges in friendships What to do when friendships make me unhappy CS: Judgement	L3: Supporting others Supporting those who may not have families CS: Kindness L4: Managing conflict Managing conflict CS: Reasoning
Spring 1	L5: Respecting differences Diversity in the classroom CS: Respect	L5: Recognising my emotions Recognising and talking about emotions CS: Perspective L6: Importance of exercise Importance of physical activity and exercise CS: Determination	L5: Impact of bullying Different types of bullying and the impact of them CS: Empathy L6: Why people bully Reasons why people may bully others CS: Perspective	L5: Challenging bullying Responsibilities of bystanders CS: Just L6: Reporting bullying Reporting bullying CS: Integrity	L4: Being respectful Respecting others, including those in positions of authority CS: Respect L5: Challenging stereotypes What stereotypes are and the impact of them CS: Open-mindedness	L5: Seeking & giving permission Permission seeking and giving in relationships CS: Trust

Spring 2	L6: Staying healthy Taking care of my body to stay healthy CS: Care L7: Being active Benefits of an active lifestyle CS: Self-esteem	L7: Staying safe How to identify dangerous situations and stay safe CS: Security	L7: Personal hygiene Importance of personal hygiene CS: Care L8: Body health Importance of looking after our bodies CS: Discipline	L7: Basic First Aid Knowing basic first aid CS: Hope	L6: A healthy diet Principles of healthy eating CS: Self-regulation L7: Unhealthy eating Risks of a poor diet CS: Resilience L8: My changing body Changes in the adolescent body CS: Patience	L6: Harmful substances Risks associated with harmful substances CS: Discipline L7: Mental health Mental health and support CS: Hope
	L8: Keeping my body safe Looking after my body CS: Judgement	L8: Keeping boundaries and secrets Boundaries, privacy and secrets in friendships CS: Self-control	L9: Asking for help Persistence in asking for advice and help CS: Perseverance	L9: Safe responses Responding safely and appropriately to unknown adults, CS: Judgement	L9: Reporting unsafe feelings Recognise and report feelings of being unsafe or feeling bad about adults CS: Bravery	L8: Reporting abuse Getting advice and developing the confidence and vocabulary to report concerns of abuse CS: Bravery
Summer 1	L9: Protecting myself online Staying safe online CS: Resilience	L9: Having good judgement Know that sometimes people pretend to be someone else, including online CS: Judgement	L10: Keeping principles Applying the same principles to online relationships as face-to-face relationships CS: Integrity	L10: Data sharing How information and data is shared and used online CS: Organisation	L10: Online risks Recognising and reporting risks and harmful content CS: Persistence	L9: Being critical Critically consider online friendships and sources of information CS: Critical thinking

More sensitive content related to:

- changing adolescent bodies is introduced to pupils **in year 5**, due to the changing nature of children's bodies - including menstruation;
- LGBT / same sex relationship is introduced to pupils **in year 6** to ensure age-appropriateness.

As well as giving consideration to age appropriateness, the school will, in keeping with our pupils' faith backgrounds and the school's Islamic ethos, ensure pupils are taught the Islamic perspective regarding such matters to ensure a balanced understanding of the content being taught.

In doing so, pupils will be taught about the changing adolescent body and its relative nature to purity and worship within the context of Islam.

In demonstrating our adherence to the statutory guidance, we consider the teaching of content relating to LGBT / same-sex marriage to be timely and appropriate when children have reached a level of maturity that will enable them to start to make sense of such matters. As a guide, therefore, our curriculum plan allows for the teaching of such matters towards the end of

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upper key stage two; namely year 6 onwards under the topic 'Families'. In doing so, however, and in keeping with our pupils' faith backgrounds and the school's Islamic ethos, pupils **will be** taught the Islamic perspective regarding such matters to ensure a balanced understanding of the content being taught.