



Relationship & Health Education (RHE) Policy

O you who believe, uphold justice and bear witness to Allah, even if it is against yourselves, your parents, or your close relatives. Whether the person is rich or poor, Allah can best take care of both. Refrain from following your own desire, so that you can act justly- if you distort or neglect justice, Allah is fully aware of what you do.

Quran 4:135

Approved by:

Governing
Board

Last reviewed: Autumn 2024

Next review due by:

Autumn 2027

Relationship & Health Education (RHE) Policy

1 Introduction & Definitions

- 1.1** Noor Ul Islam Primary School has based its school's Relationship & Health Education policy on the national guidance from the DfE document *Relationships and Sex Education (RSE) and Health education (DfE 2021 updated)*. In this document, RSE is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we do not teach any non-statutory Sex Education that falls outside of the Science Curriculum.

2 Aims and objectives

- 2.1** We teach children about:

- the physical development of their bodies as they grow into adults;
- respect for their own bodies and the importance of hygiene;
- the importance of family life;
- relationship issues;
- what they should do if they are worried about any matters related to sex.

3 Context

- 3.1** 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.

- 3.2** We teach RHE in the context of the school's aims and values framework. While RHE in our school means that we give children information about human development, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach RHE in the belief that:

- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others,
- it is important to build positive relationships with others, involving trust and respect;
- it will provide an Islamic framework in which sensitive discussions can take place in a safe environment
- create a positive Islamic culture around issues of relationships and mutual respect

3.3 Statutory requirements (RSE)

The Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main

external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

4 Organisation

4.1 At NUIPS we teach RHE through different aspects of the curriculum mainly through personal, social and health education (PSHE) curriculum. Additionally, some aspects of RHE is covered through other areas including:

RE and Islamic Studies	Science	Computing and online safety week
Circle times/Tarbiyyah	Stories/Assemblies	PE (health and hygiene)

4.2 In PSHE we teach children about relationships, and we encourage children to discuss issues.

4.3 In Key Stage 1 we teach children about how animals, including humans, move, feed and grow, and we also teach them about the main parts of the human body. Children learn to appreciate the similarities and differences between themselves and others and learn to treat them with respect and sensitivity. In Key Stage 2 we teach about life processes common to humans including nutrition, growth and human development.

4.4 In Year 5 we place a particular emphasis on health education, as many children will soon be experiencing puberty. We liaise with parents about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how their bodies change during puberty, and for girls to know what menstruation is, how it affects women, how to be hygienic during and after the cycle and for both boys and girls how to take a *ghusl* (ritual bath). We always teach this with due regard for the emotional development of the children.

4.5 We arrange a meeting for all parents and carers of children in Year 5 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

4.6 We teach the girls and boys separately and have a female teacher for the girls and a male teacher for the boys.

5. The School Environment

The school will ensure that the whole school environment reflects the values of respect for themselves and others. It will:

- Ensure that posters and displays use positive images and celebrate difference and diversity
- Ensure that communication between staff and pupils is welcomed and encouraged, and children know how to access members of staff
- Provide provisions for pubertal girls, including sanitary ware and free sanitary towels
- Ensure that discriminatory behaviour is always challenged in any context.

5. Training and development

5.1 Teachers will address pupils' questions and concerns with sensitivity, ensuring responses are age-appropriate and developmentally suitable. Individual teachers will use discretion and consult school leaders when needed. The following principles guide responses:

- Clear ground rules will be set for discrete sessions.
- Pupils are encouraged to ask questions, with options to do so openly or privately (e.g., using post-it notes or issue boxes).
- Teachers will clarify the topics covered in each session.
- If a question is inappropriate for the group setting, the teacher will gently defer it for later discussion.
- Teachers may address individual questions privately at the end of a session.
- Questions that are best answered by parents will prompt teachers to contact them directly.

5.2 All staff receive training to stay current with the RHE programme. Class teachers are also guided by senior leaders and subject leads and additional training is scheduled as needed for updated programme guidance.

The RHE curriculum is delivered with an objective, inclusive, and respectful approach. In keeping with the duty to promote British values, teachers emphasize respect and tolerance throughout the curriculum.

6 Role of parents

6.1 The school is well aware that the primary role in children's RHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's RHE policy and practice;
- answer any questions that parents may have;
- take seriously any issue that parents raise with teachers about this policy or the arrangements for RHE in the school;
- encourage parents to be involved in reviewing the school policy, so that the teaching in school supports the key messages that parents and carers give to children at home.

6.2 Parents have the right to withdraw their children from the non-statutory components of RHE. Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE. Requests for withdrawal should be put in writing and addressed to the headteacher. Alternative school work will be given to pupils who are withdrawn.

7 The role of the Headteacher

7.1 It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our RHE policy, and that the policy is implemented effectively. Parents can request a copy of the policy from the school if they would like to view it. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

7.2 The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

8 Monitoring and review

8.1 The governing board (GB) monitors and reviews our RHE policy. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the RHE programme that we teach in our school.