

**Believe  
You  
Can**

**the OliveTree  
Primary School**

# **Relationships and Health Education Policy**



The **OliveTree**  
Primary School

<b>This document has been approved for operation at The Olive Tree Primary School</b>	
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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 approach to relationships and health education at the school.

In formulating this policy, consideration will be given to:

- Schemes of work 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 will take place in the summer term 2021. This policy will be reviewed after 12 months (in the first instance) and then at least every 2 years by the school's Principal, 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.

## **Dissemination**

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

## 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”<sup>1</sup>. 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 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.”<sup>2</sup> 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

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<sup>1</sup> 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

<sup>2</sup> 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

*“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 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.



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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, along with medium term plans for years 1 to 6 in appendix 2.

### **Relationships Education:**

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

<b>Families and people who care for me</b>	<b>Pupils should know:</b> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for</li> </ul>
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	<p>children's security as they grow up.</p> <ul style="list-style-type: none"> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making</li> </ul>

	<p>them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>
<b>Respectful relationships</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
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### Health Education:

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

<b>Mental wellbeing</b>	<b>Pupils should know:</b> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul>
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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including</li> </ul>
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	<p>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).</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Internet safety and harms</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> <li>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.</li> <li>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.</li> <li>why social media, some computer games and online gaming, for example, are age restricted.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>



	<ul style="list-style-type: none"> <li>the principles of planning and preparing a range of healthy meals.</li> <li>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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
<b>Health and prevention</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and</li> </ul>

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

## 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 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 will be consulted before this policy is 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. They will be able to view the lesson plans / resources used by the school via the school website on the designated page for RHE:

<http://www.theolivetreeprimary.com/relationships--health-education.html>

We will also provide information about useful reading material / websites as and when the opportunity arises.

Our aim is that, at the end of the consultation process, 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

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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 will:**

- draw up the RHE policy, in consultation with parents and teachers;
- ensure that the policy is available to parents;
- 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 know of the law in relation to withdrawing their children;
- establish a link Trustee 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 where appropriate.

### **Principal**

The Principal takes overall delegated responsibility for the implementation of this policy and for liaison with the Board of Trustees, parents, the Local Education Authority, and appropriate agencies. In doing so, the Principal 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 Principal, 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. (See sample lesson plan in Appendix 3.)

### 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, 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 biannually 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 be reported to these groups of interested parties through the school's website and their suggestions sought for improvements. 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 OVERVIEWS

Due to the summative nature of the two long term overviews, below, a further breakdown of topics / content has been provided on a year-by-year basis on the pages that follow. 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 relationships is introduced to pupils **in year 6** to ensure age-appropriateness. (See sample lesson plan in Appendix 3.)

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.

## RELATIONSHIPS EDUCATION - LONG TERM CURRICULUM OVERVIEW

Year

Group:

Academic Half Terms:

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
1	<b>Families</b> O1 - Our families and how they make us feel.	<b>Families</b> O2 - How my family cares for me and keeps me safe.	<b>Caring friendships</b> O10 - Choosing and making friends.	<b>Respectful relationships</b> O17 - Good manners and courtesy.	<b>Being Safe</b> O32 - Looking after my body and being respectful to others.	
2	<b>Families</b> O3 - Characteristics of a healthy family including spending time together.	<b>Caring friendships</b> O11 - How friends make us feel happy and secure.	<b>Respectful relationships</b> O18 - Respecting each other's differences.	<b>Online relationships</b> O26 - Know that sometimes people pretend to be someone else, including online.	<b>Online relationships</b> O27 - Rules for staying safe online.	<b>Being Safe</b> O33 - Boundaries and secrets in friendships.
3	<b>Families</b> O4 - Love, security and stability in happy family relationships.	<b>Respectful relationships</b> O19 - Self-respect and happiness.	<b>Respectful relationships</b> O20 - Practical steps to support respectful relationships.	<b>Respectful relationships</b> O21 - Different types of bullying and the impact of bullying.	<b>Online relationships</b> O28 - Applying the same principles to online relationships as face-to-face relationships.	<b>Being Safe</b> O34 - Boundaries, privacy and implications of these for children and adults, including keeping secrets.
	<b>Caring friendships</b> O12 - Characteristics of caring friendships.					
4	<b>Families</b> O5 - Commitment in family life, including extended family, and sharing each other's lives.	<b>Families</b> O6 - Problems in family life and family relationships.	<b>Caring friendships</b> O14 - Problems in friendships and how to resolve them.	<b>Respectful relationships</b> O22 - Responsibilities of bystanders and reporting bullying.	<b>Online relationships</b> O29 - How information and data is shared and used online.	<b>Being Safe</b> O35 - Differences between appropriate and inappropriate physical and other contact.
	<b>Caring friendships</b> O13 - Healthy, positive friendships and how they make us and others feel.					<b>Being Safe</b> O36 - Persistence in asking for advice and help.
5	<b>Families</b> O7 - What to do when family relationships become unhappy/unsafe.	<b>Caring friendships</b> O15 - Recognise who to trust and evaluating when friendships make me unhappy.	<b>Respectful relationships</b> O23 - Respecting others, including those in positions of authority.	<b>Respectful relationships</b> O24 - What stereotypes are and the impact of them.	<b>Online relationships</b> O30 - Recognising and reporting risks and harmful content.	<b>Being Safe</b> O37 - Responding safely and appropriately to unknown adults including online.
						<b>Being Safe</b> O38 - Recognise and report feelings of being unsafe or feeling bad about adults.
6	<b>Families</b> O8 - Different types of families and how we respect differences.	<b>Families</b> O9 - Marriage, including legal perspectives.	<b>Caring friendships</b> O16 - Managing conflict.	<b>Respectful relationships</b> O25 - Permission seeking and giving in relationships.	<b>Online relationships</b> O31 - Critically consider online friendships and sources of information.	<b>Being Safe</b> O39 - Getting advice and developing the confidence and vocabulary to report concerns of abuse.

## HEALTH EDUCATION - LONG TERM CURRICULUM OVERVIEW

Year

Group:

Academic Half Terms:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<b>Mental Wellbeing</b> Feelings & 'ME' time	<b>Bullying and its effect</b> on wellbeing	<b>Internet Safety &amp; Harms</b>	<b>What is a healthy</b> lifestyle?	<b>Basic first aid:</b> Calling for help and head injuries	<b>Health &amp; Prevention:</b> Dental Health, Sleep and Hygiene
2	<b>Mental Wellbeing</b> Feelings & 'ME' time	<b>Bullying and its effect</b> on wellbeing	<b>Internet Safety &amp; Harms</b>	<b>Making healthy</b> choices	<b>Basic first aid:</b> Calling for help and head injuries	<b>Health &amp; Prevention:</b> Sun safety, Sleep and Hygiene
3	<b>Mental Wellbeing</b> Feelings & 'ME' time	<b>Bullying and its effect</b> on wellbeing	<b>Internet Safety &amp; Harms</b>	<b>Diet and health/ ill</b> effects of smoking	<b>Basic first aid:</b> As Y1/Y2, plus bites and stings	<b>Health &amp; Prevention:</b> Dental Health, Sleep and Hygiene

## APPENDIX 2:

### RELATIONSHIPS EDUCATION – MEDIUM TERM CURRICULUM PLAN - YEAR 1:

<b>AUTUMN 1</b>	<b>Families</b> <b>O1</b> - Our families and how they make us feel.	<b>To recognise and describe:</b> <ul style="list-style-type: none"> <li>• The composition of our families</li> <li>• The roles the different members of our families have</li> <li>• How our families are a blessing from our Lord</li> <li>• How our families makes us feel</li> </ul>
<b>AUTUMN 2</b>	<b>Families</b> <b>O2</b> - How my family cares for me and keeps me safe.	<b>To recognise and describe:</b> <ul style="list-style-type: none"> <li>• What it means to be happy, safe and cared for</li> <li>• Danger and dangerous situations</li> <li>• What our families do to protect us and keep us safe</li> <li>• How those who do not have families may feel</li> </ul>
<b>SPRING 1</b>	<b>Caring friendships</b> <b>O10</b> - Choosing and making friends.	<b>To recognise and describe:</b> <ul style="list-style-type: none"> <li>• How we make friends</li> <li>• How we feel if we do not have friends</li> <li>• Giving and taking in friendships</li> <li>• Characteristics of friendships including kindness</li> </ul>
<b>SPRING 2</b>	<b>Respectful relationships</b> <b>O17</b> - Good manners and courtesy.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>• What good manners look like</li> <li>• Rewards for good manners from an Islamic perspective</li> <li>• Conventions for courtesy</li> <li>• How to become better mannered and courteous</li> </ul>
<b>SUMMER 1</b>	<b>Being Safe</b> <b>O32</b> - Looking after my body and being respectful to others.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>• That our bodies belong to us and we need to look after them</li> <li>• When contact with others is appropriate and how this can be a source of comfort</li> <li>• When contact with others is inappropriate</li> <li>• What to do when we feel contact is unsafe or inappropriate</li> </ul>

### HEALTH EDUCATION – MEDIUM TERM CURRICULUM PLAN - YEAR 1:

Year	Academic Half Terms:					
Group:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>1</b>	Mental Wellbeing Feelings & 'ME' time	Bullying and its effect on wellbeing	Internet Safety & Harms	What is a healthy lifestyle?	Basic first aid: Calling for help and head injuries	Health & Prevention: Dental Health, Sleep and Hygiene

## RELATIONSHIPS EDUCATION – MEDIUM TERM CURRICULUM PLAN - YEAR 2:

AUTUMN 1	<b>Families</b> O03 - Characteristics of a healthy family including spending time together.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>What it means to be committed and how we show commitment</li> <li>The benefits of spending time and sharing our lives with our family members</li> <li>How those close to us help us when we are in difficult situations</li> <li>What healthy family life looks like including protecting and caring for each other</li> </ul>
	<b>Caring friendships</b> O11 - How friends make us feel happy and secure.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>What makes a good friend</li> <li>What it means to feel secure in a friendship</li> <li>Insecurity in friendships and what this may look like for some of us</li> <li>How to develop security and happiness in our friendships</li> </ul>
SPRING 1	<b>Respectful relationships</b> O18 - Respecting each other's differences.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>How we make choices and how these can be different to others</li> <li>That others can have different beliefs to us</li> <li>How we show respect to those who may be different in appearance, character, personality and background to us</li> <li>Commonality with those whose choices or lifestyles are very different to ours</li> </ul>
SPRING 2	<b>Online relationships</b> O26 - Know that sometimes people pretend to be someone else, including online.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>That in some situations people pretend to be someone they are not</li> <li>When to seek clarification that people are who they say they are</li> <li>How and why people behave differently online</li> <li>Situations where people may pretend to be someone else online</li> </ul>
SUMMER 1	<b>Online relationships</b> O27 - Rules for staying safe online.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>How to safely use the internet</li> <li>How to store passwords and improve security</li> <li>How to stay safe on different online platforms</li> <li>The importance of reporting to adults when we feel unsafe online</li> </ul>
SUMMER 2	<b>Being Safe</b> O33 - Boundaries and secrets in friendships	<b>To recognise:</b> <ul style="list-style-type: none"> <li>What it means to keep secrets</li> <li>Types of secrets that bring joy to others (e.g. A surprise party for our parents)</li> <li>When secrets can be unsafe or dangerous</li> <li>When to tell someone we trust about secrets which may be unsafe</li> </ul>

## HEALTH EDUCATION – MEDIUM TERM CURRICULUM PLAN - YEAR 2:

Year		Academic Half Terms:					
Group:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
2	Mental Wellbeing Feelings & 'ME' time	Bullying and its effect on wellbeing	Internet Safety & Harms	Making healthy choices	Basic first aid: Calling for help and head injuries	Health & Prevention: Sun safety, Sleep and Hygiene	

## RELATIONSHIPS EDUCATION – MEDIUM TERM CURRICULUM PLAN - YEAR 3:

AUTUMN 1	<b>Families</b> <b>O4</b> - Love, security and stability in happy family relationships.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>How love is demonstrated</li> <li>That our Creator loves us</li> <li>How we can give and receive love from our family members</li> <li>The importance of security and stability in being happy in our family life</li> </ul>
	<b>Caring friendships</b> <b>O12</b> - Characteristics of caring friendships.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>Mutual respect, loyalty, kindness and generosity</li> <li>How to become trustworthy and truthful</li> <li>How to develop healthy friendships by sharing interests and experiences</li> <li>Supporting friends in times of difficulty leads to stronger relationships</li> </ul>
AUTUMN 2	<b>Respectful relationships</b> <b>O19</b> - Self-respect and happiness.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>What it means to have self-respect</li> <li>How to develop self-respect and self-esteem</li> <li>That developing our sense of self worth will lead to us being happier</li> <li>The different approaches to self-improvement including prayer and reflection</li> </ul>
SPRING 1	<b>Respectful relationships</b> <b>O20</b> - Practical steps to support respectful relationships.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>What it means to be respectful</li> <li>How to develop respect towards our peers and friends</li> <li>The importance of developing respect for our parents</li> <li>The steps to follow to develop respect for those who are different, or have different views to us</li> </ul>
SPRING 2	<b>Respectful relationships</b> <b>O21</b> - Different types of bullying and the impact of bullying.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>Different types of bullying including online and how it affects people</li> <li>The impact of bullying on the health of those being bullied</li> <li>Why some people may become bullies and how to help them</li> <li>Strategies to help those being bullied and those that bully</li> </ul>
SUMMER 1	<b>Online relationships</b> <b>O28</b> - Applying the same principles to online relationships as face-to-face relationships.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>The importance of developing a code of conduct when dealing with people</li> <li>That the same principles apply online as face-to-face</li> <li>Islamic perspectives on online behaviour</li> <li>The principles to follow when we maybe online anonymously</li> </ul>
SUMMER 2	<b>Being Safe</b> <b>O34</b> - Boundaries, privacy and implications of these for children and adults, including keeping secrets.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>How to respond safely to others online, including adults</li> <li>The boundaries to stay within when online</li> <li>How to manage pressure from others, especially when we feel uncomfortable or unsafe</li> <li>How keeping secrets online can lead us to dangerous situations</li> </ul>

## HEALTH EDUCATION – MEDIUM TERM CURRICULUM PLAN - YEAR 3:

Year		Academic Half Terms:					
Group:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
3	Mental Wellbeing Feelings & 'ME' time	Bullying and its effect on wellbeing	Internet Safety & Harms	Diet and health/ Ill effects of smoking	Basic first aid: As Y1/Y2, plus bites and stings	Health & Prevention: Dental Health, Sleep and Hygiene	



## RELATIONSHIPS EDUCATION – MEDIUM TERM CURRICULUM PLAN - YEAR 4:

AUTUMN 1	<b>Families</b> <b>O5</b> - Commitment in family life, including extended family, and sharing each other's lives.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>The status of parents and the elderly in Islam and how we show them the respect due to them</li> <li>The rewards in Islam for developing and maintaining ties of kinship</li> <li>And describe the role of our extended families</li> <li>The importance of managing our time so that we are able to share our lives with our extended family</li> </ul>
	<b>Caring friendships</b> <b>O13</b> - Healthy, positive friendships and how they make us and others feel.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>How to develop our character and akhlaq</li> <li>The importance of welcoming others and not excluding or making others feel lonely</li> <li>What it feels like to be excluded</li> <li>How to develop healthy, positive friendships</li> </ul>
AUTUMN 2	<b>Families</b> <b>O6</b> - Problems in family life and family relationships.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>That we sometimes have problems and ups and downs in our family relationships</li> <li>That when we resolve our problems our relationships can become strengthened</li> <li>How to deal with conflict with our family members</li> <li>The importance of developing humility and refraining from arguments to improve relationships and gain reward</li> </ul>
	<b>Caring friendships</b> <b>O14</b> - Problems in friendships and how to resolve them.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>The qualities of strong healthy friendships which people have maintained over a long period of time</li> <li>The types of problems we may have in friendships</li> <li>How to reach resolutions in our problems by discussing and getting help from others</li> <li>How to develop self-reflection as a mean of self-improvement</li> </ul>
SPRING 1		
SPRING 2	<b>Respectful relationships</b> <b>O22</b> - Responsibilities of bystanders and reporting bullying.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>The long term effects of being bullied</li> <li>How to report bullying to adults</li> <li>The responsibility of bystanders to act when someone is being bullied</li> <li>How to get help if we are being bullied</li> </ul>
	<b>Online relationships</b> <b>O29</b> - How information and data is shared and used online.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>Privacy and what this means</li> <li>How we can maintain our privacy online</li> <li>How our information and data is stored online</li> <li>Our rights regarding data storage and privacy</li> </ul>
SUMMER 1		
SUMMER 2	<b>Being Safe</b> <b>O35</b> - Differences between appropriate and inappropriate physical and other contact.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>What it means to give permission (consent) to others</li> <li>The situations where we need to give or receive permission</li> <li>What constitutes appropriate and inappropriate physical contact</li> <li>How to respond to unwanted contact, including physical</li> </ul>
	<b>Being Safe</b> <b>O36</b> - Persistence in asking for advice and help.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>The process for, and steps to getting advice and help</li> <li>How to develop persistence in gaining help</li> <li>How to respond to those who you know or suspect are in unsafe situations</li> <li>The role we can play in our community in keeping people safe</li> </ul>

## HEALTH EDUCATION – MEDIUM TERM CURRICULUM PLAN - YEAR 4:

Year		Academic Half Terms:					
Group:		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4		Mental Wellbeing Feelings & 'ME' time	Bullying and its effect on wellbeing	Internet Safety & Harms	Diet and health/ill effects of alcohol	Basic first aid: As Y1/Y2, plus asthma	Health & Prevention: Sun safety, Sleep and Hygiene

## RELATIONSHIPS EDUCATION – MEDIUM TERM CURRICULUM PLAN - YEAR 5:

AUTUMN 1	<b>Families</b> O07 - What to do when family relationships become unhappy/unsafe.	<b>To recognise:</b> <ul style="list-style-type: none"><li>How in some family relationships people can be unhappy</li><li>What it means to become unsafe in family relationships</li><li>What to do if we feel unhappy or unsafe in our relationships</li><li>Where to access advice and support when we or those around us are in unsafe situations</li></ul>
	<b>Caring friendships</b> O15 - Recognise who to trust and evaluating when friendships make me unhappy.	<b>To recognise:</b> <ul style="list-style-type: none"><li>How to develop judgement and trust</li><li>That some people may have insincere and/or harmful intentions when trying to be our friends</li><li>How to manage situations where friendships are making us unhappy or uncomfortable</li><li>Where to access help for ourselves or others who may be in unsafe friendships</li></ul>
AUTUMN 2		
SPRING 1	<b>Respectful relationships</b> O16 - Respecting others, including those in positions of authority.	<b>To recognise:</b> <ul style="list-style-type: none"><li>What it means to give and receive respect</li><li>The importance of respecting those in authority</li><li>The Islamic perspective on showing respect</li><li>Practical steps we can take to become more respectful</li></ul>
	<b>Respectful relationships</b> O24 - What stereotypes are and the impact of them.	<b>To recognise:</b> <ul style="list-style-type: none"><li>And identify stereotypes</li><li>How stereotypes are unfair and mostly negative and can be destructive</li><li>How we can challenge stereotypes we ourselves have</li><li>Stereotypes of Muslims and how we can challenge these</li></ul>
SPRING 2		
SUMMER 1	<b>Online relationships</b> O30 - Recognising and reporting risks and harmful content.	<b>To recognise:</b> <ul style="list-style-type: none"><li>And identify stereotypes</li><li>How stereotypes are unfair and mostly negative and can be destructive</li><li>How we can challenge stereotypes we ourselves have</li><li>Stereotypes of Muslims and how we can challenge these</li></ul>
	<b>Being Safe</b> O37 - Responding safely and appropriately to unknown adults including online	<b>To recognise:</b> <ul style="list-style-type: none"><li>And identify stereotypes</li><li>How stereotypes are unfair and mostly negative and can be destructive</li><li>How we can challenge stereotypes we ourselves have</li><li>Stereotypes of Muslims and how we can challenge these</li></ul>
SUMMER 2		
	<b>Being Safe</b> O38 - Recognise and report feelings of being unsafe or feeling bad about adults	<b>To recognise:</b> <ul style="list-style-type: none"><li>Unsafe situations in different contexts</li><li>How to respond to feeling bad about adults and their behaviour and conduct</li><li>How to report concerns effectively</li><li>The different channels we can use to report adults who make us feel uncomfortable or unsafe</li></ul>

## HEALTH EDUCATION – MEDIUM TERM CURRICULUM PLAN - YEAR 5:

Year	Academic Half Terms:					
Group:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	Changing adolescent body: puberty / menstruation	Bullying and its effect on wellbeing	Internet Safety & Harms	Living a balanced lifestyle/ harmful substance	Basic first aid: As Y1/Y2, plus bleeding	Health & Prevention: Illnesses, Sleep, Hygiene & vaccines

In line with the statutory guidance, pupils in year 5 will be taught about the changing adolescent body, to include:

- 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.

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.

## RELATIONSHIPS EDUCATION – MEDIUM TERM CURRICULUM PLAN - YEAR 6:

<b>AUTUMN 1</b>	<b>Families</b> <b>08</b> - Different types of families and how we respect differences.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>• That families can be composed in different ways</li> <li>• The importance of respecting families that are different to ours</li> <li>• How some families support orphans and those in need through fostering and adoption</li> <li>• How we can engage with or support the different families around us</li> </ul>
<b>AUTUMN 2</b>	<b>Families</b> <b>09</b> - Marriage, including legal perspectives.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>• Marriage in Islam</li> <li>• Different faith perspectives on marriage</li> <li>• The legal definitions of marriage and civil partnerships</li> <li>• That marriage in the United Kingdom is available to both opposite and same sex couples</li> </ul>
<b>SPRING 1</b>	<b>Caring friendships</b> <b>016</b> - Managing conflict.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>• That all relationships and friendships have ups and downs and what these look like</li> <li>• That all friendships require work and investment which can become a means of strengthening them</li> <li>• Approaches to conflict resolution</li> <li>• That violence and being abusive are not options when we are in conflict</li> </ul>
<b>SPRING 2</b>	<b>Respectful relationships</b> <b>025</b> - Permission seeking and giving in relationships.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>• How to develop and maintain boundaries in relationships with peers, friends and adults</li> <li>• The importance of seeking permission in relationships</li> <li>• In which situations we have to give permission to others</li> <li>• What to do when permission is not sought by others, when it should have been</li> </ul>
<b>SUMMER 1</b>	<b>Online relationships</b> <b>031</b> - Critically consider online friendships and sources of information.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>• The Islamic perspective on time management</li> <li>• The importance of managing our time online</li> <li>• How to critically evaluate the information we access online</li> <li>• The importance of being critical of online friendships especially with people we have not met</li> </ul>
<b>SUMMER 2</b>	<b>Being Safe</b> <b>039</b> - Getting advice and developing the confidence and vocabulary to report concerns of abuse.	<b>To recognise:</b> <ul style="list-style-type: none"> <li>• How we can develop confidence to speak out about issues that are important to us</li> <li>• The vocabulary required, and how to develop this when reporting concerns</li> <li>• What abuse looks like in relationships and how to report this</li> <li>• Where to get advice and support when in need e.g. Family, school and other sources</li> </ul>

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 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. (See appendix 3 for sample plan.)

## HEALTH EDUCATION – MEDIUM TERM CURRICULUM PLAN - YEAR 6:

Year	Academic Half Terms:					
Group:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

6

Changing adolescent  
body: puberty /  
menstruation

Bullying and its effect  
on wellbeing

Internet Safety &  
Harms

Living a balanced  
lifestyle/ harmful  
substance

Basic first aid:  
As Y1/Y2, plus choking  
/ life support

Health & Prevention:  
Illnesses, Sleep,  
Hygiene & vaccines

### APPENDIX 3: SAMPLE LESSON PLAN:

Sample lesson plans for the teaching of RHE at KS1 and KS2 will be provided via the school's website ('Curriculum' page) once the curriculum material becomes available from the Association of Muslim School's (AMSUK), as follows:

- **Stage 1** of their scheme of work will include lesson plans to support the delivery of RHE from the summer term 2021 onwards. It is anticipated that these materials will be available to view from 5th March onwards. (To be confirmed by AMSUK.)
- **Stage 2** of their scheme of work will include lesson plans to support the delivery of RHE for the autumn term 2021 onwards. It is anticipated that these materials will be available to view from June 2021. (To be confirmed by AMSUK.)

In the meantime, we have included a sample KS2 plan (see next page) which is intended to be taught when children reach year 6. This plan provides a clear example of how sensitive curriculum content is taught through age appropriateness and through reference to the Islamic perspective on same-sex marriage, as well as the perspective of other world religions and the law.



## RELATIONSHIPS EDUCATION

### MODULE A Families

#### Lesson 02 Marriage, including Legal Perspectives

Year 6  
Autumn Term (2)

## Lesson Overview - – Double Lesson

### Lesson 02: Marriage, including Legal Perspectives

<p><b>Engage &amp; Activate</b></p>	<p>Whole Class Activity</p>	<p>Reasons for getting married</p>	<p><b>20 minutes</b></p>
<p><b>Explore &amp; Explain</b></p>	<p>Paired &amp; Group Activities</p>	<p>Legal Definitions &amp; Faith Perspectives</p>	<p><b>45 minutes</b></p>
<p><b>Elaborate &amp; Reflect</b></p>	<p>Paired Activity</p>	<p>Marriage in Islam</p>	<p><b>40 minutes</b></p>
<p><b>Evaluate &amp; Review</b></p>	<p>Whole Class &amp; Paired Activities</p>	<p>Review learning</p>	<p><b>15 minutes</b></p>



# Lesson Plan

## Lesson 02: Marriage, including Legal Perspectives

### Aim

To look at marriage from legal and faith perspectives

### Lesson Objectives

In this lesson pupils will:

**Explore** reasons people get married

**Consider** faith perspectives on marriage

**Analyse** initial steps to marriage in Islam

### Learning Outcomes

By the end of this lesson pupils will have:

**Defined** marriage from legal and Islamic perspectives

**Resolved** differences and similarities between marriage and civil partnership

**Completed** research on marriage from different faith perspectives

### Key Vocabulary

Perspective

Legal

Contract

Ceremony

### Resources



Exercise Books /  
Lined Paper

Pens / Pencils



Internet

Glue Stick

Scissors

Resource Worksheets

# Lesson Plan



## Lesson 02: Marriage, including Legal Perspectives

Whole Class Activity

Reasons for getting married

**Inform** the class that in this lesson we are looking at marriage from a legal as well as from faith perspectives.

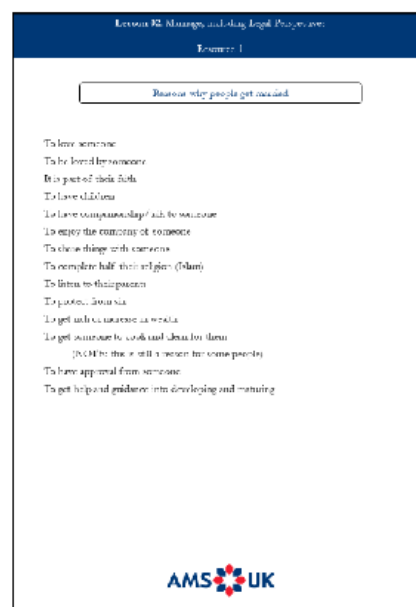
**Ask** pupils to discuss with a partner the answer to the question: Why do people get married?

**Create** a 'spider diagram' on the board with pupils' responses.

**Use Resource 1** for additional responses and discussion points.

**Introduce** learning objectives and learning outcomes.

**Discuss** key vocabulary and **share** definitions:



<b>Perspective</b>	the way something is seen
<b>Legal</b>	allowed in law
<b>Contract</b>	a written or spoken agreement
<b>Ceremony</b>	ritual (usually religious) steps that take place at a grand occasion

# Lesson Plan

Explore  
&  
Explain

## Lesson 02: Marriage, including Legal Perspectives

Paired Activity

Legal Definitions of Marriage and  
Civil Partnership

**Explain** that marriage is different to civil partnership in that marriage is where vows are taken, (solemnised by saying a prescribed form of words) and civil partnership is where they are not taken. Marriages can be conducted through either a civil ceremony, or a religious ceremony but civil partnerships are an entirely civil event.

In essence though, they are legally the same in the UK.

**Ask** pupils to **draw** a table with three columns with headings:

Marriage	Civil Partnership	Both

Pupils **cut, arrange** and **paste** the ‘Statements of Marriage, Civil Partnership or Both’ (**Resource 2**) into the correct columns of the table they have drawn.

**Obtain** pupil feedback.

**Explain** and go through the answers. See **Resource 3**.

**Emphasise** that although same sex marriage or civil partnership is legally allowed in the UK, in Islam it is **not** allowed. This is because marriage is an act of worship that Allah has given the guidelines on how to enter into, as well as how to maintain.

# Lesson Plan

Explore  
&  
Explain

## Lesson 02: Marriage, including Legal Perspectives

Group Activity

Different Faith Perspectives on Marriage

**Give** groups of pupils a belief (or two), from:

- ☐ Islam
- ☐ Christianity
- ☐ Judaism
- ☐ Hinduism
- ☐ Sikhism
- ☐ Buddhism

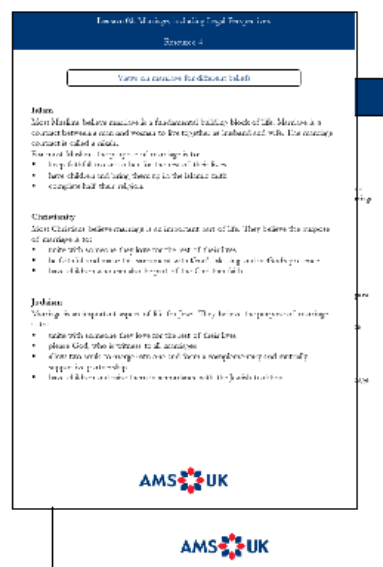
Each group **researches** and **records** using the internet, the view of marriage for the belief that they have been given.

Each group **presents** their findings from their research to the class.

Note: BBC Bitesize is a website from where concise information can be obtained.

Pupils **make** notes whilst each group presents their findings from their research.

Pupils **compare** the notes they have made with the summary given in **Resource 4**.



**Different Faith Perspectives on Marriage**

**Summary 4**

**Write to compare the different beliefs**

**Islam**

Most Muslims believe marriage is a fundamental building block of life. Marriage is a contract between a man and woman in the presence of witnesses and with the necessary consent called a **nikah**.

For most Muslims, they agree that marriage is for:

- being faithful to each other for the rest of their lives
- have children and taking pleasure in the Islamic faith
- compare that their religion

**Christianity**

Most Christians believe marriage is an important part of life. They believe the aspects of marriage is to:

- remain faithful to each other for the rest of their lives
- be faithful and love each other as Christ's church, which is his body
- have children and to be happy together for the rest of their lives

**Judaism**

Marriage is an important aspect of life for Jews. They believe the purpose of marriage is to:

- make their marriage last for the rest of their lives
- please God who is witness to all marriages
- share their life and happiness with each other as a couple every day and normally support in partnership
- have children and to be happy together for the rest of their lives

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# Lesson Plan

Elaborate  
&  
Reflect

## Lesson 02: Marriage, including Legal Perspectives

Paired Activity

Marriage in Islam

Lesson 02: Marriage, including Legal Perspectives  
Resource 5

Marriage: List Statements in Order (statements)

Put each statement below and order the ones which are for Islamic marriage only.

1- Viewing each other	2- Viewing engagement gifts	3- Viewing engagement gifts
4- Viewing each other	5- Nangchang	6- Walimah (wedding feast)
7- Proposing	8- Nangchang	9- Engagement party
10- Nangchang	11- Giving a Mahr	12- Giving a Mahr
13- Mahr	14- Giving a Mahr	15- Viewing each other
16- Viewing each other	17- Mahr	18- Viewing each other

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**Give** each pupil the 'Statements of Steps of Marriage' (**Resource 5**) and **ask** them to **select** those that are for an Islamic marriage only.

**Discuss** and **define** those statements which are not Islamic e.g. Nangchang using **Resource 6**.

Pupils then **place** their selected statements for an Islamic marriage, in time order e.g. 1. Viewing each other.

Pupils **cut**, **order** and **paste** statements in books/folders.

**Use Resource 6 and Resource 7** to support pupil feedback and discussion.

Lesson 02: Marriage, including Legal Perspectives  
Teacher Resource 6

Statements of steps of marriage (with comments)

- 1- Viewing each other - Done if the intention to marry is there and before proposing (see view as much of each other as is normally possible - for a woman wearing a face veil the man is allowed to see her face as well)
- 2- Viewing engagement gifts - a feast given by the husband
- 3- Giving engagement gifts
- 4- Nangchang - part of a Muslim wedding where the ceremony and the formal engagement takes place
- 5- Walimah (wedding feast) - a feast given by the husband
- 6- Proposing - asking for the hand in marriage by the bride's side to the groom or the groom's side to the bride
- 7- Mahr (dowry) - when the marriage contract is accepted
- 8- Engagement party
- 9- Nangchang - part of a Muslim wedding where the bride and groom walk around the fire four times, praying and exchanging vows of duty, love, fidelity, and respect
- 10- Giving wedding gifts
- 11- Case culture
- 12- Mahr - part of a Muslim wedding where the bride and the groom sit down and the bride's side pay the Mahr (dowry, four things: gold, silver, clothing, and food)
- 13- Engagement party
- 14- Nangchang - part of a Muslim wedding where the bride and groom walk around the fire four times, praying and exchanging vows of duty, love, fidelity, and respect
- 15- Viewing each other - Done if the intention to marry is there and before proposing (see view as much of each other as is normally possible - for a woman wearing a face veil the man is allowed to see her face as well)
- 16- Walimah (wedding feast) - a feast given by the husband
- 17- Mahr (dowry) - when the marriage contract is accepted
- 18- Viewing each other

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Lesson 02: Marriage, including Legal Perspectives  
Teacher Resource 7

Statements of steps of marriage (for order)

- 1- Viewing each other - Done if the intention to marry is there and before proposing (see view as much of each other as is normally possible - for a woman wearing a face veil the man is allowed to see her face as well)
- 2- Viewing engagement gifts - a feast given by the husband
- 3- Giving engagement gifts
- 4- Nangchang - part of a Muslim wedding where the ceremony and the formal engagement takes place
- 5- Walimah (wedding feast) - a feast given by the husband
- 6- Proposing - asking for the hand in marriage by the bride's side to the groom or the groom's side to the bride
- 7- Mahr (dowry) - when the marriage contract is accepted
- 8- Engagement party
- 9- Nangchang - part of a Muslim wedding where the bride and groom walk around the fire four times, praying and exchanging vows of duty, love, fidelity, and respect
- 10- Giving wedding gifts
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- 12- Mahr - part of a Muslim wedding where the bride and the groom sit down and the bride's side pay the Mahr (dowry, four things: gold, silver, clothing, and food)
- 13- Engagement party
- 14- Nangchang - part of a Muslim wedding where the bride and groom walk around the fire four times, praying and exchanging vows of duty, love, fidelity, and respect
- 15- Viewing each other - Done if the intention to marry is there and before proposing (see view as much of each other as is normally possible - for a woman wearing a face veil the man is allowed to see her face as well)
- 16- Walimah (wedding feast) - a feast given by the husband
- 17- Mahr (dowry) - when the marriage contract is accepted
- 18- Viewing each other

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# Lesson Plan

Evaluate  
&  
Review

## Lesson 02: Marriage, including Legal Perspectives

Whole Class & Paired Activities

Review learning

**Review** learning by referring to learning objectives and learning outcomes.

**Pose** questions to check understanding and clarify misconceptions using **think, pair, share**:

- Give **two** reasons why people get married?
- Choose **two** faiths. Explain their perspectives on marriage?
- What are the differences between civil partnership and marriage?
- Give **four** steps that lead to marriage in Islam?
- Define marriage from an Islamic perspective?
- What is the Islamic viewpoint on same-sex marriage?
- What is the legal viewpoint on same-sex marriage?

## Lesson 02: Marriage, including Legal Perspectives

### Resource 1

#### Reasons why people get married

To love someone

To be loved by someone

It is part of their faith

To have children

To have companionship/talk to someone

To enjoy the company of someone

To share things with someone

To complete half their religion (Islam)

To listen to their parents

To protect from sin

To get rich or increase in wealth

To get someone to cook and clean for them

(NOTE: this is still a reason for some people)

To have approval from someone

To get help and guidance into developing and maturing

## Lesson 02: Marriage, including Legal Perspectives

### Resource 2

Marriage, Civil Partnership or Both  
(statements)

Cut and paste the statements into the relevant columns of the table you have drawn

1 - You have to be 16 or over to do this	2 - This is done in accordance with the Civil Partnership Act 2004 (same sex couples)	3 - This is done in accordance with the Matrimonial Causes Act 1973 (opposite sex couples)
4 - You usually say vows to do this	5 - This usually takes place through a civil ceremony or religious ceremony	6 - This is done in accordance with the Civil Partnership Regulations 2019 (opposite sex couples)
7 - You cannot be closely related with each other to do this	8 - You cannot already be in a marriage or civil partnership to do this	9 - You usually sign the documents to do this
10 - You can be same sex as well as opposite sex couples to do this	11 - You have to have parental permission, if under 18, to do this	12 - There are different rules in Northern Ireland for this
13 - There are different rules in Scotland for this	14 - Islamically this is not allowed	15 - This is done in accordance with the Marriage Act 2004 (same sex couples)



## Lesson 02: Marriage, including Legal Perspectives

### Resource 3

#### Marriage, Civil Partnership or Both (answers)

Marriage	Civil Partnership	Both
3 - This is done in accordance with the Matrimonial Causes Act 1973 (opposite sex couples)	2 - This is done in accordance with the Civil Partnership Act 2004 (same sex couples)	1 - You have to be 16 or over to do this
4 - You usually say vows to do this	6 - This is done in accordance with the Civil Partnership Regulations 2019 (opposite sex couples)	7 - You cannot be closely related with each other to do this
5 - This usually takes place through a civil ceremony or religious ceremony	9 - You usually sign the documents to do this	8 - You cannot already be in a marriage or civil partnership to do this
15 - This is done in accordance with the Marriage Act 2004 (same sex couples)	14 - Islamically this is not allowed	10 - You can be same sex as well as opposite sex couples to do this
		11 - You have to have parental permission, if under 18, to do this
		12 - There are different rules in Northern Ireland for this
		13 - There are different rules in Scotland for this

**Lesson 02: Marriage, including Legal Perspectives**

## Resource 4

## Views on marriage from different beliefs

**Islam**

Most Muslims believe marriage is a fundamental building block of life. Marriage is a contract between a man and woman to live together as husband and wife. The marriage contract is called a nikah.

For most Muslims the purpose of marriage is to:

- ☐ keep faithful to each other for the rest of their lives
- ☐ have children and bring them up in the Islamic faith
- ☐ complete half their religion

**Christianity**

Most Christians believe marriage is an important part of life. They believe the purpose of marriage is to:

- ☐ unite with someone they love for the rest of their lives
- ☐ be faithful and make this sacrament with God's blessing and in God's presence
- ☐ have children who can also be part of the Christian faith

**Judaism**

Marriage is an important aspect of life for Jews. They believe the purpose of marriage is to:

- ☐ unite with someone they love for the rest of their lives
- ☐ please God, who is witness to all marriages
- ☐ allow two souls to merge into one and form a complementary and mutually supportive partnership
- ☐ have children and raise them in accordance with the Jewish tradition

**Lesson 02:** Marriage, including Legal Perspectives

## Resource 4

## Views on marriage for different beliefs

**Hinduism**

Many Hindus see marriage as a life-long, sacred ceremony that binds a man and woman together. It takes the Hindu couple into the second ashrama and is believed by many to be the right situation in which to have children.

**Sikhism**

Marriage is an important aspect of life and its purpose is to:

- form an equal partnership in the presence of God
- help each other unite their souls with God

**Buddhism**

There is no obligation for Buddhists to marry and most Buddhists believe marriage is a choice. As long as they are both happy to do so, Buddhists are allowed to cohabit. As a result, Buddhists do not have any formal teachings on what the marriage ceremony should consist of. The closest that Buddhists come to one is to hold a blessing or celebration but there are no religious elements to the event.

## Lesson 02: Marriage, including Legal Perspectives

### Resource 5

Marriage, Civil Partnership or Both  
(statements)

Cut out the statements. Select and order the ones which are for Islamic marriage only.

1 - Khutbah (religious sermon)	2 - Sheva Brachot	3 - Giving engagement gifts
4 - Exchanging of rings	5 - Nangchang	6 - Waleemah (wedding feast)
7 - Proposing	8 - Nikah (marriage)	9 - Engagement party
10 - Mangalfera	11 - Giving wedding gifts	12 - Cake cutting
13 - Milni	14 - Engagement	15 - Performing Istikharah (prayer to seek guidance) and seeking advice
16 - Viewing each other	17 - Mahr (dowry)	18 - Marriage vows

## Lesson 02: Marriage, including Legal Perspectives

### Resource 6

#### Statements of steps of marriage (with comments)

- 1 - Khutbah (religious sermon) - given by the one performing the marriage ceremony
- 2 - Sheva Brachot – part of a Jewish wedding when the Rabbi or guests recite 7 blessings
- 3 - Giving engagement gifts
- 4 - Exchanging of rings
- 5 - Nangchang – part of a Buddhist wedding where the ceremony and the formal engagement takes place
- 6 - Waleemah (wedding feast) - a feast given by the husband
- 7 - Proposing - asking for the hand in marriage by the bride's side to the groom or the groom's side to the bride
- 8 - Nikah (marriage) - when the marriage contract is accepted
- 9 - Engagement party
- 10 - Mangalfera – part of a Hindu wedding when the bride and groom walk around the fire four times, praying and exchanging vows of duty, love, fidelity, and respect
- 11 - Giving wedding gifts
- 12 - Cake cutting
- 13 - Milni – part of a Sikh wedding when the bride side and the groom side meet and the holy shabads (hymns from the Sikh Scripture, Guru Granth Sahib) are sung
- 14 - Engagement – the time between accepting the proposal and accepting the marriage contract
- 15 - Performing Istikharah (prayer to seek guidance) and seeking advice - should be done AFTER the decision is made but some people do it before making the proposal
- 16 - Viewing each other - Done if the intention to marry is there and before proposing (only view as much of each other as is normally possible - for a woman wearing a face veil the man is allowed to see her face as well)
- 17 - Mahr (dowry) - a compulsory gift given to the bride from the groom on the wedding
- 18 - Marriage vows – part of a Christian wedding

## Lesson 02: Marriage, including Legal Perspectives

### Resource 7

#### Islamic statements of steps of marriage (in order)

- (1) 16 - Viewing each other - Done if the intention to marry is there and before proposing (only view as much of each other as is permitted by the Shariah)
- (2) 7 - Proposing - asking for the hand in marriage by the bride's side (via a wali) to the groom or the groom's side to the bride
- (3) 15 - Performing Istikharah (prayer to seek guidance) and seeking advice - should be done AFTER the decision is made but some people do before making the proposal
- (4) 14 - Engagement – the time between accepting the proposal and accepting the marriage contract
- (5) 1 - Khutbah (religious sermon) - given by the one performing the marriage ceremony
- (6) 8 - Nikah (marriage) - when the marriage contract is accepted
- (7) 17 - Mahr (dowry) - a compulsory gift given to the bride from the groom on the wedding
- (8) 11 - Giving wedding gifts
- (9) 6 - Waleemah (wedding feast) - a feast given by the husband after the Nikah has been performed