

Al-Ashraf Primary School

Relationships Education Policy

Draft for parental consultation

16 September 2026

In the name of Allah, The Beneficent, The Merciful

Introduction

Al-Ashraf Primary School (AAPS) does not provide a separate sex education programme. This Relationships Education Policy explains our approach to teaching children about relationships within our Islamic ethos. Age-appropriate learning about health, growing up and the body is addressed through our wider PSHE and science curriculum, including age-appropriate puberty and growing-up education in Years 4, 5 and 6. The secondary RSE curriculum does not apply to our primary provision.

In this policy the governors and teachers of Al-Ashraf Primary School, in partnership with pupils and their parents, set out our intentions about Relationships Education, and our rationale for and approach to teaching it.

This is a draft for consultation with parents and carers. Staff and governors will review the policy, and parental feedback will be considered before it is finalised. The approved policy will be published on the school website and available free of charge from the school office.

This policy has regard to the Department for Education's statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, effective from 1 September 2026, and the Independent School Standards. It supports respect for others and fundamental British values. Teaching is delivered sensitively within the framework of Islamic morals and values.

Review of Policy

This policy will be reviewed every two years by the Headteacher, Governing Body and staff, or sooner if statutory guidance or school provision changes. This consultation draft was updated on 16 September 2026. Approval and review dates will be recorded following consultation.

Dissemination

The draft policy is shared with all members of the Governing Body, and all teaching and non-teaching members of staff, and, before it is ratified, with all parents and carers for their comments, in line with Standard 2A(1)(f) of the Independent School Standards. Parental feedback is genuinely considered before the policy is finalised; see Parents and Carers, below, for how this consultation is run.

Once approved, copies of the policy are available to all parents free of charge on the school website and, on request, from the school office, in line with Standard 2A(1)(g) of the Independent School Standards.

Statutory Requirements

As an independent faith primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

Primary schools are not required to provide a separate sex education programme. As an independent school, AAPS must meet the Independent School Standards, including providing scientific education and

appropriate PSHE. The school's curriculum plans specify its science and health content; this policy does not treat the National Curriculum for Science as automatically binding on an independent school.

AAPS proposes to continue without optional sex education. The Governing Body will consider the relevant guidance and consultation responses before approving the policy. This decision does not remove Relationships Education, appropriate PSHE, scientific education or safeguarding responsibilities.

In teaching Relationships Education, we must have regard to statutory guidance issued by the Secretary of State under section 403 of the Education Act 1996: Relationships Education, Relationships and Sex Education (RSE) and Health Education. The current version of this guidance took effect on 1 September 2026, replacing the 2019 guidance, in force from September 2020.

The statutory Health Education requirements under the 2019 Regulations do not apply to independent schools. Independent schools must nevertheless provide PSHE that meets the Independent School Standards.

AAPS delivers age-appropriate health and wellbeing education through PSHE, including hygiene, healthy lifestyles, emotional wellbeing and personal safety. Age-appropriate teaching about growing up and puberty, including the physical and emotional changes of adolescence and, for girls, menstruation, is provided in Years 4, 5 and 6. It is taught in single-sex groups, within our Islamic ethos, and framed through the fiqh of cleanliness and modesty. The Year 3 growth and self-care lessons do not include detailed puberty or reproduction teaching. Individual support also remains available for pupils experiencing body changes or menstruation, with safeguarding concerns addressed promptly.

As an independent school, we also have separate duties under Standard 2A of the Independent School Standards (Education (Independent School Standards) Regulations 2014, as explained in the Independent School Standards guidance, April 2026). This requires us to: maintain a separate, written policy on Relationships Education explaining what is taught, when and how; consult parents on the draft policy and genuinely consider their feedback before it is finalised or revised; and publish the policy on our website and provide a copy free of charge to anyone who asks for one. This policy is written to meet those requirements.

Early Years: In Nursery and Reception, children learn about relationships through the Early Years Foundation Stage (EYFS), particularly Personal, Social and Emotional Development. Learning is embedded in everyday practice and play. From Year 1, pupils follow the structured Relationships Education programme described in this policy.

Defining Relationships Education

Relationships Education helps children understand themselves and others, keep safe and develop positive family relationships and friendships. It supports their ability to make thoughtful choices and seek help when needed.

Our teaching covers the foundations of positive relationships, including families and people who care for us, caring friendships, respectful relationships, online relationships and being safe.

Online safety teaching helps children recognise that online information and images may be misleading, protect personal information, recognise unsafe contact and seek help from a trusted adult. Content about scams, manipulated or AI-generated images, online pressure and gaming-related risks is selected according to pupils' ages, understanding and needs. Sensitive examples are reviewed by school leaders before use and are not treated as suitable for every primary year group.

Rationale

“Today, I have perfected your religion for you, and have completed My blessing upon you, and chosen Islam as Dīn (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 education is precisely because of this; we as Muslims must know how to have healthy, loving, and enriching relationships.

“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 on 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. Relationships Education at our school is 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.

While our teaching is firmly rooted in Islamic values, pupils will also learn about the range of families and caring relationships that exist in modern British society. These topics are taught with great sensitivity, emphasising mutual respect and understanding, and reinforcing that Islam teaches dignity, compassion, and fairness towards all.

Our Relationships Education 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 (*Huqqul Ibaad*) with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, chastity, integrity, prudence, mercy, and compassion.

Our Relationships Education provision also supports pupils’ spiritual, moral, social, and cultural development (SMSC) and reinforces Fundamental British Values by promoting respect for others, personal responsibility, and understanding of different faiths and communities.

Aims of Relationships Education

AAPS seeks to nurture children spiritually, morally, academically, socially and emotionally. Relationships Education contributes to this through our AKHLAQ values: Appreciation, Kindness, Honesty, Love, Ambition and Quality.

Objectives

To develop in pupils, the following attitudes and virtues:

- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- recognising and valuing their own identity and that of others;

To develop in pupils, the following personal and social skills:

- making sound judgements and good choices which have integrity, and which are respectful of each individual's personal commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse, and bullying;
- managing emotions within relationships, and when relationships break down, managing these with confidence, sensitivity, and dignity;
- managing conflict positively and recognising the value of difference;
- cultivating humility, mercy, and compassion;
- learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet, and peer groups, and thus developing the ability to assess pressures and respond appropriately;

To know and understand:

- Islamic teaching on relationships;
- Islamic teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- how to care for themselves as they grow and seek help with physical or emotional concerns;

Inclusion and Differentiated Learning

We will ensure Relationships Education 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.

Lessons will be adapted to support pupils with special educational needs and disabilities through visual aids, simplified materials, or small group support where appropriate. Pupil feedback is regularly gathered to ensure lessons remain relevant, accessible, and aligned with our Islamic values.

Equalities Obligations

The Governing Body will ensure that the school fulfils its applicable duties under the Equality Act 2010. All pupils will be treated with dignity and respect, and teaching will take account of pupils' needs and circumstances. Discrimination, harassment and bullying will be addressed in line with school policies.

Within PSHE and Relationships Education, pupils are taught, in an age-appropriate way, to respect people with the protected characteristics set out in the Equality Act 2010: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation. The school does not need to teach every characteristic in every year group. Where relevant, AAPS may teach its distinctive Islamic faith perspective while making clear the difference between religious belief, factual or legal information, and the expectation that every person is treated with dignity and respect.

Delivery

Relationships Education is delivered in a developmentally appropriate and sequential way from Year 1 to Year 6, ensuring that pupils build knowledge and understanding progressively as they move through the

school. Lessons are designed to be age-appropriate, respectful, and consistent with the school's Islamic ethos.

AAPS uses the LCP PSHE & Citizenship Resource Files (Third Edition) for wider PSHE and the AMS UK Relationships Education scheme for Relationships Education. Each year group from Year 1 to Year 6 is taught its six AMS Relationships Education lessons as a focused block in the second half of the Spring term (Spring 2). The PSHE Long Term Plan 2026–2027 and year-group schemes of work set out the content and timing. Related learning is reinforced through wider PSHE and school life.

Teaching strategies will include:

- establishing ground rules
- discussion
- project learning
- reflection
- experiential aspects
- brainstorming
- film & video
- group work
- role-play
- values clarification

Parents and Carers

We recognise parents as their children's first educators and value close partnership between home and school. Parents will receive information about planned Relationships Education teaching so that they can discuss learning with their children and raise questions with staff. The school will offer opportunities to discuss the curriculum and view teaching materials.

In line with Standard 2A(1)(f) of the Independent School Standards, parents are consulted on this policy before it is ratified by the Governing Body and whenever it is significantly revised. In practice this means: sharing the draft policy with parents (for example by letter and on the school website); giving parents a genuine opportunity to comment, including at a parent information session where requested; and considering that feedback before the policy is finalised or revised. Parents may also view the resources used in the Relationships Education programme on request.

Parents will receive information ahead of the Spring 2 Relationships Education block and may view the relevant AMS resources on request. The PSHE Long Term Plan and all six year-group schemes of work show wider PSHE learning across the year. Year 3 Spring 1 covers growth, hygiene, personal boundaries and seeking help. Detailed puberty teaching, human reproduction content and anatomical models have been removed from that unit. Age-appropriate puberty and growing-up teaching is instead provided in Years 4, 5 and 6, in single-sex groups and within our Islamic ethos; parents may view these materials on request.

In line with the 2026 statutory guidance, parents will be shown or offered access to a representative sample of Relationships Education resources and may view all curriculum materials used for this teaching on request. Copyright may affect the method by which a resource is shared, but it will not be used as a reason to refuse parental access. Where necessary, the school will arrange viewing through the school office, a presentation or a controlled digital route, while acknowledging the resource provider and respecting copyright restrictions.

Parents do not have the right to withdraw their children from Relationships Education.

Roles and Responsibilities

Governing Body

The Governing Body will approve the Relationships Education policy, and hold the headteacher to account for its implementation.

Headteacher

The Headteacher, Abdullah Patel, has delegated responsibility for implementing this policy, overseeing the curriculum and liaising with the Governing Body, parents and relevant agencies.

Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the headteacher.

All class teachers will be responsible for teaching Relationships Education in our school.

Pupils

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

External Visitors

External visitors may contribute to learning where their input supports the school's planned curriculum. Staff will check proposed content and resources in advance and ensure appropriate safeguarding checks and supervision. Visitors must follow the school's safeguarding and visitor procedures. The school retains responsibility for teaching and for ensuring that content is age-appropriate and consistent with this policy.

The school remains responsible for the content and quality of any externally delivered session. Proposed lesson plans and materials must be seen in advance, the visitor or organisation must be appropriately checked, and any sensitive external materials must be capable of being shown to parents in accordance with the school's transparency arrangements.

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.

Relationships with Other Policies and Curriculum Subjects

This Relationships Education policy is to be delivered as part of the PSHE framework. 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.

Sensitive Questions

The governors want to promote a healthy, positive atmosphere in which Relationships Education 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 Relationships Education. These may be due to their own experiences or because of the values that they hold. The governors believe that children are best educated and protected from harm and exploitation when given the opportunities to discuss such issues openly within the context of the Relationships Education programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for this discussion.

Staff respond to sensitive or contested questions factually, carefully and in a way appropriate to pupils' ages and understanding. They will not present contested views about gender identity as established fact or suggest that social transition is a simple solution to distress. Individual concerns will be handled through the school's pastoral and safeguarding procedures, with advice from the Designated Safeguarding Lead where appropriate. Every child will be treated with compassion and respect.

Where a pupil asks a question about sex education content that AAPS does not teach as part of its planned primary curriculum, staff will support the pupil without turning the question into an unplanned lesson in detailed sexual content. A teacher may give a brief, factual and age-appropriate response where this is suitable; may speak to the pupil individually rather than answer in front of the class; and may encourage the pupil to discuss the question with a parent, carer or another trusted adult. Where appropriate, staff may signpost safe sources of support. If a question suggests possible abuse, exploitation, exposure to inappropriate material or another safeguarding concern, the teacher will follow the school's safeguarding procedures and speak to the DSL or a deputy. Pupils will not be shamed for asking a question, and staff will seek support from senior leaders where they are unsure how best to respond.

(See also the Department for Education's statutory guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education, section on Managing Difficult Questions, for more detail.)

Supporting Children who are at Risk

Relationships Education may lead a child to disclose a safeguarding concern. Staff must follow the school's Safeguarding and Child Protection Policy and report concerns promptly to the Designated Safeguarding Lead (DSL), or a deputy in their absence. The DSL is involved in planning sensitive teaching and supporting staff with any resulting concerns. Staff must never promise a child absolute confidentiality. The DSL will be briefed before the Spring 2 block and involved in planning other sensitive PSHE teaching.

Confidentiality and Advice

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

All lessons, especially those in the Relationships Education programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships, 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 Relationships Education programme. Teachers will always help pupils facing personal difficulties. Teachers should explain to pupils that they cannot offer unconditional confidentiality.

Monitoring and Evaluation

Monitoring will include lesson observations, scrutiny of resources, and pupil and parent feedback to ensure the Relationships Education programme remains faithful to the school's Islamic ethos and meets statutory guidance.

Age-appropriate pupil voice will form part of this evaluation, so that leaders can check that pupils understand the intended learning, know how to seek help and feel that teaching is respectful and accessible.

The Headteacher will monitor plans, teaching resources and samples of pupils' work. Provision will be evaluated through staff discussion and pupil and parent feedback. The policy will be reviewed every two years, or sooner where necessary.

Policy approval

Status: Draft for parental consultation; not yet approved.

Policy lead: Abdullah Patel, Headteacher.

Approval: Governing Body, following consultation.

Date effective from: To be recorded on approval.

Next review: Two years from approval, or sooner if required.

Signed for the Governing Body: _____ **Date:** _____

Curriculum documents and timing

Read this policy alongside the AAPS PSHE Policy, PSHE Long Term Plan 2026–2027 and the relevant year-group scheme of work. Wider PSHE uses LCP; the Relationships Education block below uses AMS UK.

Year Group	AMS Relationships Education content delivered in the Spring 2 block
Year 1	Families (O1); Caring Friendships (O9); Respectful Relationships (O16, O17); Being Safe (O25); Online Relationships (O31) — 6 lessons
Year 2	Families (O2); Caring Friendships (O10, O11); Respectful Relationships (O18); Being Safe (O26); Online Relationships (O32) — 6 lessons
Year 3	Families (O3); Caring Friendships (O12); Respectful Relationships (O19, O20); Being Safe (O27); Online Relationships (O33) — 6 lessons
Year 4	Families (O4, O5); Caring Friendships (O13); Respectful Relationships (O21); Being Safe (O28); Online Relationships (O34) — 6 lessons
Year 5	Families (O6); Caring Friendships (O14); Respectful Relationships (O22, O23); Being Safe (O29); Online Relationships (O35) — 6 lessons
Year 6	Families (O7, O8); Caring Friendships (O15); Respectful Relationships (O24); Being Safe (O30); Online Relationships (O36) — 6 lessons