Gatton Primary School
Personal, Social and Health Education (PSHE) and Relationships Education Policy
GPS PSHRE Policy

In the name of Allah, The Most Kind, The Most Merciful. And peace and blessings be upon our beloved Prophet.

Aims

The PHSE and Relationships curriculum reflects the school's religious ethos and values and in particular, the value of hayaa.

The aims of PSHE / Relationships Education are to promote and develop:

- Spirituality -Relationship with Allah SWT and our beloved Prophet ﷺ,
- The values of hayaa (modesty)
- Relationships which support morality
- Understanding of the importance of marriage in Islam and stable family life
- Understanding of the protected characteristics within the Equalities Act and understanding of the modern British society and the different kind of relationships permitted by the Equalities Act,
- Knowledge and skill in how to keep safe in the wider world
- Personal and social skills
- British Values and citizenship
- Understanding of puberty and the importance of health and hygiene
- Respect for self, confidence and empathy
- Responsibility for their own actions
- Respect for others
- Responsibility for their family, friends, schools and wider community

As a maintained Islamic VA primary school we have a duty to provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

The school is not required to provide sex education but is required to teach some elements of this as set out in the Science curriculum. The designation of Gatton as a VA Islamic school allows for the religious point of view to be duly considered.

Statutory science objectives taken from the National Curriculum that explicitly link to the body, changes and reproduction.

<u>KS1</u>

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults

<u>KS2</u>

- Describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

In teaching PSHE/Relationships Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996 which ensures our religious ethos and view point is included.

Relationships Education Framework

The policy will try to help young people develop hayaa, taqwa, self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare students to understand the importance of caring, stable relationships consistent with the teachings of our Deen. Appreciation of the value of self-respect, dignity, modesty (hayaa), marriage and parental duty should be encouraged in all students, together with sensitivity to the needs of other.

Gatton School recognises the protected characteristics of the Equalities Act and accepts that people in modern British Society will make individual choices which children need to be aware of and to understand the diversity that exists within this.

How this policy was developed

- Reference to national guidance
- Consultation with key stakeholders – Al Risalah Trust, staff, governors and parents
- Discussions with other Muslim primary schools to share ideas and highlight good practice
- Attendance at sessions organised by Wandsworth Local Authority and networking with teachers working in local schools.

PSHE/Relationships Education curriculum

The Gatton curriculum is as set out in our curriculum map (available via our website). The scheme of work includes lesson plans and accompanying resources. We have developed the curriculum, taking into account the age, needs and feelings of pupils.

There are three themes running across the school:

- Relationships
- Health and Wellbeing
- Living in the wider world

The scheme makes links with the Science and Islamic Studies curriculum provision.

Resources

Resources are carefully selected in consultation with the Al Risalah Trust, taking into account:

- Reflecting positive values, informed by the school's Islamic faith ethos
- Age-appropriateness
- Positive, inclusive messages
- Promoting lifestyles that support health, safety and wellbeing

Delivery of PSHE/Relationships Education

The PSHE/Relationships Education provision is delivered in conjunction with the Islamic Studies programme and the Science curriculum throughout the school. The programme also supports the mental and physical development of pupils, as well as preparing pupils for the opportunities, responsibilities and experiences of adult life.

It is important that religious teachings, sensitivities and requirements are considered at all times and that pupils are protected from teaching materials which are inappropriate, having regard to the age and cultural background of the pupils concerned.

Topics of puberty, relationships, etc. are delivered by male teachers to boys and female teachers to girls, from an Islamic perspective.

Specific Issues

Parental engagement
Gatton School values its parents and understands the importance of engaging them in the delivery PSHE and Relationships Education.

Withdrawal
Parents/Carers do not have the right to withdraw their children from any part of the PSHE / Relationships Education curriculum.

Inclusion
PSHE/Relationships Education lessons are planned to include every child, regardless of skills and ability or special educational needs (SEND).
See SEND Policy for information about Gatton School's approach to supporting pupils with barriers to learning.

Confidentiality
The school will always ensure that it follows the Safeguarding/Child Protection Policy approved by the board of governors, led by the Designated Safeguarding lead - the Headteacher.

Roles and responsibilities

a. The Governing Body
   - To approve the PSHE/Relationships Education policy
   - To approve the PSHE/Relationships Education scheme of work
   - To monitor the effectiveness of this provision
   - Hold the Headteacher to account for its implementation

b. The Headteacher
   - To ensure that PSHE/Relationships Education is taught consistently across the school, according to the approved scheme of work
   - Organise staff training on the delivery of PSHE/Relationships Education as part of their induction and ensure it is included in the continuing professional development calendar
   - Respond to parental queries as they arise

c. Teachers
   - Deliver PSHE/Relationships Education as set out in the scheme of work, using the resources provided
   - Monitoring progress
   - Respond to queries raised by individual pupils, in consultation with the Headteacher

d. Senior Leadership Team
   - Some aspects of provision will be delivered by skilled members of staff from the Senior Leadership Team

Teachers do not have the right to opt out of teaching PSHE/Relationships Education. Staff who have concerns about teaching any aspect of the curriculum are encouraged to discuss this with the Headteacher.

Monitoring and evaluating

A range of strategies and sources of evidence are used to monitor PSHE/Relationships Education, for example

- Pupils' self-assessment and evaluations

- Lesson observations
- Learning walks
- Samples of work
- End of topic assessments
- Link governor- Moulana Maksud's engagement with the Headteacher and Senior Leadership Team

Links with other policies

- Behaviour Policy
- Safeguarding / Child Protection Policy
- Special Educational Needs and Disabilities
- SEN Information Report
- E-Safety Policy and Acceptable Use Agreement
- Equalities Policy
- Anti-Bullying Policy