



MANCHESTER
MUSLIM
PREPARATORY
SCHOOL

FAITH • LEARNING • LIFE

PSHE Policy

**Personal, Social, Health and Economic Education
2026-2028**

Document Control

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1. Intent and Rationale

At Manchester Muslim Preparatory School (MMPS), Personal, Social, Health and Economic (PSHE) education is central to the personal development of every pupil. It equips pupils with the knowledge, understanding, skills and attitudes they need to be healthy and safe, build positive relationships, manage risks, make informed decisions and participate positively in school, family and wider society.

Our PSHE curriculum reflects the school's Islamic ethos and supports pupils to develop a strong sense of identity as British Muslim citizens. It promotes respect, compassion, responsibility, justice, service to others and care for the environment while preparing pupils for life in modern Britain and encouraging respect for people with different backgrounds, beliefs and characteristics.

As a UNICEF UK Gold Rights Respecting School, children's rights are embedded within PSHE. Pupils learn about, through and for rights, with relevant articles of the United Nations Convention on the Rights of the Child (UNCRC) identified in planning where they meaningfully strengthen learning.

PSHE at MMPS brings together statutory Relationships Education, the health and wellbeing elements required through the Independent School Standards and a wider programme of personal, social, citizenship and economic education.

2. Statutory and Regulatory Context

This policy has been updated with regard to the Department for Education statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education for introduction from 1 September 2026, the Independent School Standards and the Equality Act 2010.

- Relationships Education is compulsory for all pupils receiving primary education.
- As an independent school, MMPS provides PSHE in accordance with the Independent School Standards. The curriculum reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics in the Equality Act 2010 in an age-appropriate way.
- Primary sex education beyond the National Curriculum for Science and statutory Relationships Education is not compulsory. Any additional content is clearly identified in curriculum planning and policy.
- The religious background of pupils is taken into account. As a school with a religious character, MMPS may teach the distinctive Islamic perspective on relationships and other relevant matters while ensuring pupils understand the importance of respecting the legal rights and dignity of others.

3. Aims

Through PSHE, pupils are supported to:

- develop confidence, self-respect, resilience and a positive sense of identity
- understand physical health, mental wellbeing and the factors that support a healthy lifestyle
- understand how to keep themselves and others safe, including online
- build and maintain healthy, respectful relationships and recognise unhealthy or unsafe behaviour
- understand boundaries, privacy, permission and age-appropriate concepts of consent
- recognise, name and manage emotions and know when and how to seek help
- make informed decisions and understand risk, influence and consequences
- develop financial awareness, enterprise skills and an understanding of how money is used and managed
- understand democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs
- understand rights and responsibilities and participate positively as local, national and global citizens
- respect difference and diversity and develop age-appropriate awareness of the protected characteristics
- apply Islamic values such as adab, compassion, honesty, justice, modesty, responsibility, shura and service in everyday life.

4. Curriculum Organisation and Planning

PSHE is taught through a planned, progressive curriculum from EYFS to Year 6. It is delivered through discrete lessons as well as carefully planned links with other curriculum areas, including Islamic Studies, Science, Computing, Physical Education, Humanities, Religious Studies, assemblies and whole-school activities.

The school curriculum map identifies what is taught in each year group and how knowledge and skills build over time. Planning also identifies appropriate Islamic and UNCRC links. Relevant Qur'anic verses, Hadith and Islamic teachings may be used as a starting point, context or opportunity for reflection where they naturally enrich the PSHE objective.

Teachers adapt teaching to the age, maturity, needs and prior knowledge of pupils. Content is sequenced so that pupils are prepared for the next stage of education and are not introduced to material before it is appropriate for them.

5. Core Themes

Health and Wellbeing

- physical health, nutrition, exercise, sleep, hygiene and healthy routines

- mental wellbeing, emotions, resilience, self-esteem and seeking support
- keeping safe at home, in school, in public places and in emergencies
- managing risk and recognising trusted adults and sources of help
- changes, loss, transition, growing up and puberty in an age-appropriate way
- first aid and basic responses to emergencies where appropriate
- the safe and responsible use of medicines and age-appropriate learning about harmful substances
- digital wellbeing, screen use, online harms and healthy use of technology.

Relationships

- families and people who care for us, including the importance of stable, caring relationships
- friendship, kindness, cooperation, loyalty, forgiveness and resolving conflict
- respectful relationships and treating others with dignity
- boundaries, privacy, personal space, permission and saying no
- recognising bullying, prejudice, abuse, manipulation, pressure and unsafe relationships and knowing how to report concerns
- online relationships, safe communication and the difference between online and offline interactions
- understanding that families and individual circumstances can differ while all pupils and families are treated with dignity and respect.

Living in the Wider World

- rights and responsibilities within families, school, communities and wider society
- democracy, shura (consultation), leadership, pupil voice and participation
- rule of law, fairness, responsibility and consequences
- respect for diversity, different communities, cultures, faiths and protected characteristics
- environmental responsibility, sustainability and service to others
- money, saving, spending, needs and wants, budgeting and financial decision-making
- enterprise, careers, aspirations, skills and the contribution people make through work
- global citizenship, current affairs and age-appropriate understanding of local and global issues.

6. Islamic Ethos and PSHE

PSHE at MMPS is delivered within the Islamic vision and values of the school. Islamic teachings help pupils connect personal development with faith and character, including the importance of good manners (adab), honesty, compassion, justice, self-discipline, modesty, responsibility, care for parents and family, respect for neighbours and service to the wider community.

Where appropriate, Qur'anic verses and Hadith are used to introduce or deepen learning. Islamic links are identified in planning and are used purposefully rather than being added artificially to every lesson. The faith perspective enriches, but does not replace, the required PSHE and Relationships Education content.

When a topic has a distinctive Islamic perspective, pupils may learn what Islam teaches alongside the legal and social context in Britain. Teaching promotes respectful discussion and makes clear that all people must be treated with dignity and respect.

7. UNCRC and Rights Respecting Education

As a Gold Rights Respecting School, MMPS uses PSHE as a key vehicle for helping pupils understand and experience children's rights. Rights are linked to learning where meaningful and are embedded in classroom relationships, pupil voice and opportunities for action.

Particularly relevant UNCRC articles include:

- Article 2 - non-discrimination

- Article 3 - the best interests of the child
- Article 6 - life, survival and development
- Article 12 - the right to express views and have them taken seriously
- Article 13 - freedom of expression
- Article 14 - freedom of thought, belief and religion
- Article 19 - protection from violence, abuse and neglect
- Article 23 - rights of children with disabilities
- Article 24 - the right to the best possible health
- Articles 28 and 29 - the right to education and the aims of education
- Article 31 - the right to rest, play and leisure.

Pupils are encouraged to understand the difference between rights and wants, recognise that rights apply to every child and consider the responsibilities of duty bearers. Where appropriate, pupils are supported to take informed and meaningful action for the rights of others.

8. Relationships Education, Growing Up and Puberty

Relationships Education is an integral part of PSHE and is taught in an age-appropriate and sensitive way. The curriculum includes families, friendships, respectful relationships, online relationships and being safe. Puberty and physical and emotional changes are also taught so that pupils are prepared for growing up and transition to secondary school.

In Years 5 and 6, growing-up teaching may be delivered by trained school staff and, where appropriate, a suitably qualified health professional. Some sessions may be taught in single-sex groups where this supports sensitive discussion and pupils' confidence, while ensuring that all pupils receive the curriculum content they are entitled to learn.

Any sex education provided beyond statutory Relationships Education and the National Curriculum for Science will be clearly identified. Parents have the right to request withdrawal from such additional primary sex education. There is no right to withdraw from Relationships Education or from the statutory Science curriculum.

9. Teaching and Learning

PSHE is taught using approaches that encourage active participation, reflection and respectful dialogue. These may include:

- circle time and structured discussion
- stories, scenarios, role play and case studies
- questioning, debate and problem-solving
- visitors and workshops from appropriate organisations and professionals
- community projects, charity and service activities
- pupil leadership, Rights Respecting Ambassador elections and other democratic processes
- assemblies, themed weeks, competitions and enrichment activities
- age-appropriate use of high-quality books, media and online resources.

Resources are checked in advance for suitability, accuracy and age appropriateness. External visitors complement rather than replace teaching by school staff and are made aware of the school's ethos, safeguarding expectations and intended learning outcomes.

10. Creating a Safe Learning Environment

Teachers establish clear ground rules for sensitive discussions. Pupils are taught to respect privacy, avoid personal disclosures in whole-class discussion and use appropriate language. Questions are answered honestly, sensitively and at a level appropriate to pupils' age and understanding. If a question is not

appropriate for whole-class discussion, the teacher may respond individually or involve parents or senior staff as appropriate.

Staff must never promise confidentiality. If a pupil makes a disclosure or raises a safeguarding concern, the school's safeguarding procedures are followed immediately. PSHE teaching is aligned with the school's Safeguarding and Child Protection Policy and Online Safety Policy.

11. Equality, Inclusion and SEND

PSHE is accessible to all pupils. Teachers identify and remove barriers to learning and make reasonable and appropriate adaptations for pupils with SEND, including pre-teaching vocabulary, visual supports, additional processing time, adapted resources and alternative ways to communicate or record learning.

Teaching promotes respect for all people and pays particular regard to the protected characteristics set out in the Equality Act 2010, in an age-appropriate manner. MMPS may teach the distinctive Islamic perspective on matters of faith and relationships while ensuring pupils understand that prejudice, bullying and unlawful discrimination are unacceptable and that the legal rights and dignity of others must be respected.

12. Pupil Voice and Leadership

Pupil voice is an important part of PSHE and reflects Article 12 of the UNCRC. Pupils have opportunities to express views about their learning and school life through class discussion, surveys, pupil committees, leadership roles and Rights Respecting Ambassador activities. Their views inform curriculum review where appropriate.

13. Working with Parents and Carers

MMPS recognises parents and carers as the primary educators of their children in matters of values and relationships and seeks to work in partnership with families. The school communicates the approach to Relationships Education and relevant growing-up content clearly and provides opportunities for parents to understand curriculum content and resources.

The school will consult parents when significant changes are made to Relationships Education provision or policy. Parents are encouraged to raise questions or concerns with the class teacher or PSHE Lead so that these can be discussed constructively.

14. Assessment and Recording

Assessment in PSHE is primarily formative and focuses on pupils' developing knowledge, understanding, skills and ability to apply learning. Teachers may use questioning, discussion, reflection tasks, scenarios, written work, floor books, retrieval activities and pupil self-assessment.

Assessment is not used to judge pupils' personal beliefs or private experiences. It is used to identify what pupils understand, address misconceptions and inform future teaching. The PSHE Lead monitors progression through curriculum planning, work scrutiny, learning walks and pupil voice.

15. Monitoring, Roles and Responsibilities

The PSHE Lead is responsible for maintaining an up-to-date curriculum, supporting staff, monitoring provision and progression, reviewing resources and identifying training needs. Class teachers are responsible for delivering the agreed curriculum and following safeguarding and inclusion procedures. Senior leaders oversee statutory compliance and the coherence of PSHE with the school's wider personal development provision.

Monitoring may include review of curriculum maps and planning, lesson visits, pupil work, floor books, pupil voice, staff feedback and consideration of the impact of whole-school activities. Monitoring will also consider how effectively Islamic ethos and UNCRC links enrich learning without displacing core PSHE content.

16. Review and Related Guidance

This policy will normally be reviewed every two years or sooner if statutory guidance changes. It should be read alongside the school's SMSC, Relationships Education/RSE, Safeguarding and Child Protection, Behaviour, Anti-Bullying, Online Safety, SEND, Equality and Islamic Studies policies and the current PSHE Curriculum Map.

Key external references include the Department for Education 2026 RSHE statutory guidance, the Independent School Standards guidance and UNICEF UK Rights Respecting Schools guidance.