

Relationships education policy

Manchester Muslim Preparatory School



Approved by:	MIET
Policy review date:	September 2026
Next review due by:	September 2029

Contents

1. Vision and Ethos	3
2. Aims	4
3. Statutory Requirements	3
4. Roles and Responsibilities	5
5. Curriculum Intent and Organisation	4
6. Curriculum Content	4
7. Teaching and Learning	4
8. Safeguarding.....	5
9. Assessment, Monitoring and Evaluation	5
Appendix 1: Curriculum map.....	6
Appendix 2: By the end of primary school pupils should know.....	8

1. Vision and Ethos

At Manchester Muslim Preparatory School, we believe that strong relationships, excellent character and a deep sense of responsibility towards others are central to becoming successful Muslims and responsible members of society. Relationships Education forms an integral part of our wider Personal, Social, Health and Economic (PSHE) curriculum and reflects our commitment to nurturing pupils who are confident, compassionate and guided by the teachings of Islam.

Our Relationships Education curriculum is firmly rooted in the Qur'an and the Sunnah, promoting the Islamic values of mercy (*rahmah*), respect (*ihthiram*), kindness (*ihsan*), honesty (*sidq*), modesty (*haya'*) and responsibility (*amanah*). These values underpin every aspect of school life and provide pupils with a strong moral framework for developing healthy relationships, making positive choices and contributing positively to their communities.

Relationships Education at MMPS is taught within the context of family life, recognising marriage between a man and a woman as the ideal foundation for family life according to Islamic teaching. At the same time, we recognise that every child comes from unique circumstances and believe that every pupil deserves to be treated with dignity, compassion and respect. Our curriculum promotes understanding, empathy and kindness towards all people, ensuring that no child feels disadvantaged or stigmatised because of their family circumstances.

We believe that preparing children for life in modern Britain is entirely compatible with developing a strong Muslim identity. Our curriculum enables pupils to understand their rights and responsibilities, appreciate diversity within society, uphold British values and demonstrate respect for those whose beliefs, backgrounds or life experiences differ from their own. Through this approach, pupils develop the confidence to live according to their own faith whilst treating everyone with courtesy, fairness and respect.

Relationships Education also plays a vital role in safeguarding children. We are committed to equipping every pupil with the knowledge, vocabulary and confidence to recognise healthy and unhealthy relationships, understand personal boundaries, stay safe both offline and online and seek help whenever they feel worried or unsafe. Pupils are taught that their body belongs to them, that abuse is never acceptable and never the fault of the child, and that they should continue to seek help from trusted adults until they are listened to.

Our curriculum is progressive from Year 1 to Year 6 and is carefully planned to ensure that pupils develop increasing knowledge, understanding and confidence as they mature. It complements learning within Islamic Studies, Science, Computing and the wider PSHE curriculum, enabling pupils to develop emotionally, socially, morally and spiritually whilst preparing them for the opportunities, responsibilities and challenges of secondary education and adult life.

Ultimately, our aim is to nurture young people who embody outstanding Islamic character, value strong family relationships, contribute positively to society and have the confidence, resilience and wisdom to make safe, respectful and responsible choices throughout their lives.

2. Aims

The aims of Relationships Education at Manchester Muslim Preparatory School are to:

- provide a safe, supportive and respectful environment in which pupils can develop the knowledge, understanding and confidence to build healthy relationships
- promote Islamic values of kindness, compassion, honesty, modesty, respect and responsibility in all relationships
- help pupils understand the importance of family life and the role of marriage within Islam whilst respecting the dignity of every child and family
- teach pupils how to develop positive friendships built upon trust, kindness, honesty and mutual respect
- enable pupils to recognise healthy and unhealthy relationships and understand the importance of personal boundaries, privacy and permission-seeking
- equip pupils with the knowledge and vocabulary to recognise unsafe situations, abuse or exploitation and know how and where to seek help
- prepare pupils for the physical and emotional changes associated with puberty in an age-appropriate and sensitive manner
- promote positive mental health, emotional wellbeing and resilience, enabling pupils to recognise and manage a wide range of emotions
- develop pupils' understanding of healthy lifestyles, personal hygiene, online safety and digital wellbeing
- help pupils become safe, respectful and responsible digital citizens, able to navigate an increasingly complex online world
- encourage pupils to appreciate their rights and responsibilities as British Muslims and active citizens who contribute positively to their local, national and global communities
- prepare pupils for the next stage of their education and for life in modern Britain whilst remaining firmly rooted in Islamic values and principles.

2. Statutory requirements

Manchester Muslim Preparatory School is committed to providing a high-quality Relationships Education curriculum that enables pupils to develop the knowledge, understanding, skills and values needed to build healthy relationships, safeguard their wellbeing and prepare them for life in modern Britain.

This policy has been developed in accordance with the following legislation and statutory guidance:

- Children and Social Work Act 2017
- Education Act 1996
- Equality Act 2010
- Keeping Children Safe in Education (current edition)

- Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance (Department for Education, September 2026)
- The Education (Independent School Standards) Regulations 2014, including Part 2 (Spiritual, Moral, Social and Cultural Development of Pupils)
- The United Nations Convention on the Rights of the Child (UNCRC)

As an independent primary school, Manchester Muslim Preparatory School provides statutory Relationships Education for all Year 1 to Year 6 pupils. Our curriculum is delivered in an age-appropriate manner and reflects both statutory guidance and the school's Islamic ethos.

Although Health Education is not a statutory requirement for independent schools, our wider PSHE curriculum incorporates the key themes of mental wellbeing, physical health, healthy lifestyles, online safety, first aid, puberty and health prevention to support pupils' personal development.

Relationships Education is taught within the context of Islamic values while fulfilling its statutory safeguarding responsibilities, promoting the importance of family life, marriage and mutual respect. We recognise that pupils come from a range of family circumstances and ensure that every child is treated with dignity, compassion and respect. Pupils are taught how to recognise healthy and unhealthy relationships, respect personal boundaries, stay safe online and offline and seek help if they have concerns.

This policy is reviewed regularly to ensure it remains compliant with current legislation, reflects best practice and continues to meet the needs of our pupils and school community.

3. Roles and Responsibilities

The Trust Committee

The Trust has overall responsibility for ensuring that the school's Relationships Education policy complies with statutory requirements and reflects the school's ethos and values. Governors will:

- approve and review this policy
- monitor the effectiveness of Relationships Education
- ensure appropriate resources and training are available
- ensure the curriculum supports pupils' personal development, safeguarding and wellbeing
- fulfil their responsibilities under safeguarding and equality legislation.

The Headteacher

The Headteacher has overall responsibility for the implementation of this policy and will:

- ensure that Relationships Education is delivered in accordance with statutory guidance and the school's Islamic ethos
- promote a whole-school approach to positive relationships and respectful behaviour
- ensure staff receive appropriate training and support
- monitor the quality of teaching and learning

- work in partnership with parents and governors
- ensure safeguarding procedures are followed where concerns arise.

PSHE Subject Lead

The PSHE Subject Lead is responsible for the development and coordination of the Relationships Education curriculum. Their responsibilities include:

- planning and reviewing the curriculum
- ensuring progression across all year groups
- supporting and advising teaching staff
- monitoring the quality of teaching and learning
- evaluating the impact of the curriculum through lesson observations, pupil voice and work scrutiny
- keeping the curriculum and resources up to date with current statutory guidance and best practice.

Teaching Staff

Teaching staff are responsible for delivering Relationships Education in a professional, sensitive and age-appropriate manner. They will:

- create a safe and respectful learning environment
- establish clear ground rules for discussion
- deliver lessons in accordance with this policy and the agreed curriculum
- respond appropriately to pupils' questions using professional judgement
- encourage pupils to seek support from trusted adults where appropriate
- report any safeguarding concerns in line with the school's Safeguarding and Child Protection Policy.

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is responsible for ensuring that any safeguarding concerns arising from Relationships Education are managed in accordance with the school's safeguarding procedures. The DSL will:

- provide advice and support to staff where safeguarding issues arise
- respond to disclosures appropriately
- liaise with external agencies where necessary
- ensure safeguarding remains central to the delivery of Relationships Education.

Parents and Carers

Parents and carers are the primary educators of their children and play an essential role in supporting their child's personal development. The school values this partnership and will:

- provide information about the Relationships Education curriculum
- communicate with parents about curriculum content where appropriate
- encourage parents to reinforce learning and discuss topics at home
- respond to parental questions and concerns in a respectful and timely manner.

Pupils

Pupils are expected to contribute positively to Relationships Education by:

- treating others with kindness and respect
- listening to the views of others respectfully
- participating appropriately in discussions and activities
- respecting the privacy and opinions of others
- following the school's behaviour expectations
- seeking help from a trusted adult if they are worried about themselves or someone else.

5. Curriculum Intent and Organisation

Relationships Education is delivered through the school's PSHE curriculum and is reinforced through Islamic Studies, Science, Computing, assemblies and the wider life of the school. It is taught progressively from Year 1 to Year 6, ensuring pupils develop age-appropriate knowledge and skills. Relationships Education is organised around three core themes:

Health and Wellbeing

Pupils learn how to maintain their physical and mental health, develop healthy lifestyles, understand puberty and know how to seek help when needed.

Relationships

Pupils learn about family life, friendships, respectful relationships, personal boundaries, online relationships and how to recognise and respond to unsafe situations.

Living in the Wider World

Pupils develop an understanding of their rights and responsibilities, citizenship, British values, diversity, financial education and caring for the environment.

Safeguarding is embedded throughout the curriculum. Pupils are taught how to stay safe, both online and offline, recognise healthy and unhealthy relationships and seek support from trusted adults.

Teaching reflects the school's Islamic ethos and promotes the values of kindness, respect, honesty, responsibility and compassion. The curriculum prepares pupils to make safe and responsible choices while contributing positively to their communities.

A detailed overview of the curriculum for each year group is provided in **Appendix A**.

6. Curriculum Content

The Relationships Education curriculum is carefully planned to ensure that pupils develop the knowledge, understanding and skills needed to build healthy relationships, safeguard their wellbeing and prepare for the next stage of their education. Learning is age-appropriate, progressive and revisited throughout the primary years.

Families and People Who Care for Me

Pupils learn that families provide love, care, security and support. They explore the importance of family relationships, understand that families may differ and develop an appreciation of the responsibilities and values that contribute to happy and healthy family life.

Caring Friendships

Pupils learn how to build and maintain positive friendships based on kindness, honesty, trust and respect. They develop skills to resolve disagreements, recognise unhealthy friendships and understand how to seek support when needed.

Respectful Relationships

Pupils learn to treat others with respect, courtesy and empathy. They develop an understanding of equality, inclusion and the importance of valuing different viewpoints while recognising that discrimination, bullying and prejudice are unacceptable.

Online Relationships

Pupils learn how to develop safe and respectful relationships online. They are taught about privacy, personal information, online communication, cyberbullying, digital footprints, age restrictions, artificial intelligence (AI), deepfakes and how to respond to inappropriate or unsafe online behaviour.

Being Safe

Pupils learn about personal boundaries, privacy and permission-seeking. They are taught to recognise safe and unsafe situations, understand that abuse is never acceptable and know how to

seek help from trusted adults. The curriculum also develops pupils' understanding of personal safety, including online safety and the importance of reporting concerns.

Health Education Through PSHE

Although Health Education is not a statutory requirement for independent schools, MMPS incorporates key health themes within its PSHE curriculum. Pupils learn about:

- mental wellbeing and emotional resilience
- healthy lifestyles, including nutrition, exercise and sleep
- personal hygiene and health prevention
- puberty and the physical and emotional changes associated with growing up
- basic first aid and responding to emergencies
- the safe use of medicines and the risks associated with drugs, alcohol and tobacco.

Relationships Education is delivered in a manner that reflects the school's Islamic ethos and promotes the values of kindness, compassion, honesty, modesty and responsibility. Opportunities are provided for pupils to ask questions and discuss issues in a safe, respectful and supportive environment.

7. Teaching and Learning

Relationships Education is delivered through planned PSHE lessons and reinforced through the wider curriculum, including Islamic Studies, Science, Computing, assemblies and everyday school life.

Teaching is age-appropriate, inclusive and responsive to the needs of pupils. Lessons provide opportunities for discussion, reflection and the development of practical skills within a safe and respectful learning environment. Ground rules are established to encourage pupils to listen to one another, respect different viewpoints and ask questions appropriately.

A range of teaching approaches are used to engage pupils, including:

- teacher-led discussions
- paired and group activities
- stories and real-life scenarios
- role play and problem-solving
- videos and other age-appropriate resources
- reflection and class discussion.

Relationships Education is delivered sensitively and in a manner that reflects the school's Islamic ethos. Teachers use professional judgement when responding to pupils' questions and provide factual, age-appropriate information. Where a question falls outside the planned curriculum or is more appropriately discussed at home, pupils may be encouraged to speak with their parents or carers.

The school recognises that some lessons may prompt pupils to share personal experiences or concerns. Staff do not promise confidentiality and will follow the school's Safeguarding and Child Protection Policy where a disclosure indicates that a child may be at risk of harm.

Teachers adapt learning where appropriate to ensure all pupils, including those with SEND or additional needs, can access the curriculum and make progress.

Relationships Education is taught within a positive and supportive environment that reflects the school's Islamic ethos and its commitment as a UNICEF Rights Respecting School. Through the curriculum, pupils develop the knowledge, skills and values to build healthy relationships, respect the rights of others, safeguard their wellbeing and make a positive contribution to their communities.

8. Safeguarding

Safeguarding is central to Relationships Education. The curriculum equips pupils with the knowledge, skills and confidence to recognise risks, make safe choices and seek help when needed.

Through Relationships Education, pupils learn to:

- recognise healthy and unhealthy relationships
- understand personal boundaries, privacy and permission
- recognise unsafe or abusive behaviour, both online and offline
- understand that abuse is never acceptable and is never the fault of the child
- identify trusted adults and know how to report concerns
- stay safe when using the internet and emerging technologies, including artificial intelligence (AI).

Relationships Education is taught in a safe and supportive environment where pupils are encouraged to ask questions and express their views respectfully. Teachers use professional judgement when responding to questions and ensure that learning is factual, age-appropriate and sensitive to pupils' needs.

Any safeguarding concerns or disclosures arising from lessons will be managed in accordance with the school's **Safeguarding and Child Protection Policy**, with the welfare of the child remaining paramount.

9. Assessment, Monitoring and Evaluation

Relationships Education is assessed as part of the school's wider PSHE curriculum. Assessment is formative and enables teachers to monitor pupils' understanding, address misconceptions and inform future planning.

Teachers assess learning through a range of approaches, including:

- classroom discussion and questioning
- observation of participation and engagement

- practical activities and group work
- written and reflective tasks
- pupil self-assessment where appropriate.

The PSHE Subject Leader monitors the quality and impact of Relationships Education through:

- curriculum planning reviews
- lesson observations and learning walks
- work scrutiny
- pupil voice
- staff feedback.

The curriculum is reviewed regularly to ensure it remains relevant, reflects current statutory guidance and meets the needs of pupils.

10. Working in Partnership with Parents

Manchester Muslim Preparatory School recognises that parents and carers are the primary educators of their children and values the important role they play in supporting their child's personal development. We are committed to working in partnership with parents to ensure that Relationships Education is delivered in a way that is transparent, age-appropriate and consistent with the school's Islamic ethos.

The school will:

- consult with parents annually on the Relationships Education curriculum and policy
- publish this policy on the school website
- provide parents with information about the curriculum and the topics being taught
- respond to parents' questions and concerns in an open and respectful manner
- encourage parents to discuss and reinforce learning at home.

Parents do not have the right to withdraw their child from statutory Relationships Education. If the school delivers any non-statutory sex education beyond the National Curriculum for Science, parents will be informed in advance and may request that their child be withdrawn from those specific lessons.

The school welcomes feedback from parents and will review this policy regularly to ensure it continues to meet the needs of pupils and the wider school community.

Appendix A: Curriculum map

Relationships education curriculum map

Year Group	Term	PSHE Theme and Content	Term	Islamic Studies Theme and Content
Year 1	Summer 1	Relationships – Teamwork • Working collaboratively • Kindness and respect • Recognising and responding to bullying • Understanding feelings and how behaviour affects others • Asking permission and respecting personal boundaries • Understanding that our body belongs to us and knowing who can help if we feel unsafe	Spring 1/2	Adab and Akhlaq • Manners of greeting • Manners of visiting • Manners with family and friends • Caring for neighbours • Respecting parents and family
Year 2	Autumn 2 Spring 2 Summer 1	Relationships • Importance of family • Qualities of a good friend • Healthy boundaries in friendships • Resolving disagreements respectfully Safety • Staying safe online • Safe and unsafe secrets • Trusted adults and seeking help Growing Up • How we change as we grow • Changing needs and responsibilities • Aspirations for the future • Recognising when something feels wrong and knowing how to respond	Summer 1/2	Adab and Akhlaq • Behaviour towards others • Duties to parents and friends • Maintaining family ties • Visiting the sick
Year 3	Autumn 2 Summer 1	Teamwork • Effective teamwork • Managing conflict positively	Spring 2	Adab and Akhlaq • Rights of others • Kindness to parents

		• Healthy friendships and cooperation Relationships • Self-esteem and recognising strengths • Respectful communication • Assertiveness and personal boundaries • Refusing unwanted contact and knowing when to seek help		
Year 4	Autumn 2 Spring 2 Summer 1	Friendships • Forming and maintaining positive friendships • Managing disagreements respectfully Safety • Peer pressure • Online safety and digital responsibility • Recognising that unsafe adults may be known to us Family • Family relationships and support • Marriage as the foundation of family life in Islam • Managing emotions • Introduction to puberty and preparing for change • Seeking support when needed	Spring 2	Adab and Akhlaq • Rights of parents and elders • Rights of neighbours
Year 5	Autumn 2 Summer 1	Teamwork • Collaboration and compromise • Respect and responsibility Relationships • Communicating feelings appropriately • Managing difficult situations • Physical and emotional changes during puberty • Menstruation and menstrual wellbeing • Healthy and unhealthy relationships • Reporting concerns and seeking help	Summer 2	Adab and Akhlaq • Thinking well of others • Honesty and trust • Etiquette of guests and hosts

Year 6	Autumn 2	Relationships	Autumn 1	Adab and Akhlaq
	Spring 2	• Healthy and unhealthy relationships • Families and friendships • Conflict resolution and negotiation		• Social interaction • Responsibilities of adulthood
	Summer 1	• Commitment, respect and responsibility within families Safety • Online safety, AI and digital citizenship • Peer pressure, dares and risk-taking • Recognising abuse and knowing how to report concerns Growing Up • Puberty and emotional wellbeing • Transition to secondary school • Respectful relationships • Increasing independence and responsibility		Fiqh • Physical maturity of boys and girls

Appendix B: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• that families are important because they can provide love, care, security and stability • the features of a healthy family life, including: • commitment to one another • care and protection • supporting one another during difficult times • spending time together • sharing family life • that families can look different from their own family • that children should respect different family arrangements • that caring and stable relationships are important for children's security • that marriage is a formal and legally recognised commitment intended to be lifelong • how to recognise when a family relationship is making them feel unhappy, worried or unsafe • where and how to seek help about a family relationship

TOPIC	PUPILS SHOULD KNOW
Caring friendships	• why friendships are important for happiness and security • how people make and choose friends • that good friendships involve: mutual respect, honesty, trust, loyalty, kindness, generosity, sharing, support during difficulties • that healthy friendships are welcoming and do not deliberately leave others lonely or excluded • that friendships sometimes have difficulties • how disagreements can be resolved and friendships repaired • that violence is never an acceptable way to resolve friendship problems • how to recognise whom they can and cannot trust • how to recognise when a friendship makes them feel unhappy, uncomfortable or unsafe • how to manage conflict • how and where to seek help with a friendship
Respectful relationships	• why it is important to respect people who: look different, have different personalities, come from different backgrounds, have different beliefs, make different choices • practical ways to build and maintain respectful relationships • the importance of courtesy and good manners • the importance of self-respect and self-worth • that they have the right to be treated respectfully • that they must treat others respectfully • how to show appropriate respect to people in positions of responsibility and authority • the different forms bullying can take, including cyberbullying • the effect bullying can have on a person • that bystanders should report bullying to an adult • how to get help with bullying • what a stereotype is • that stereotypes can be unfair, negative and harmful • why people should ask for and give permission in relationships and everyday situations • how to recognise and respect another person's personal space and boundaries

TOPIC	PUPILS SHOULD KNOW
Online relationships	• that people may behave differently online than they do face to face • that people may pretend to be someone they are not • that the same expectations of kindness and respect apply online • that anonymity does not make unkind or harmful behaviour acceptable • the rules for staying safe online • how to recognise: online risks, harmful content, harmful contact, inappropriate online relationships • how to report harmful content or contact • how to think critically about online friendships • the risks of communicating with people they have never met • never to arrange to meet an online contact without the involvement of a trusted adult • how personal information, photographs and data may be shared and used online • that online information can be copied, changed and shared with others • that websites and apps may use people's information in ways they do not expect • why personal information and passwords should be protected

TOPIC	PUPILS SHOULD KNOW
Being safe (Personal safety, privacy and reporting concerns)	• that their body belongs to them • the difference between appropriate, inappropriate and unsafe contact • which parts of the body are private • what appropriate boundaries look like in: friendships, families, school, online relationships • what privacy means for children and adults • that it is not always right to keep a secret, especially when someone may be unsafe • the difference between a safe surprise and an unsafe secret • how to respond safely to unfamiliar adults in person and online • how to recognise feelings of being unsafe, frightened, worried or uncomfortable • how to recognise and report concerns about an adult, including an adult they know • how to ask for help for themselves • how to ask for help for someone else • that they should keep telling trusted adults until someone listens • the words and confidence needed to report a concern or abuse • that abuse is never the child's fault • that blaming someone who has been harmed is wrong • where to get help, including from family, school and other trusted sources

TOPIC	PUPILS SHOULD KNOW
Physical health and mental wellbeing	That mental wellbeing is a normal part of daily life, just like physical health • that everyone experiences a range of emotions, that differ in strength and intensity • how to recognise and talk about their own emotions • how to recognise emotions in other people • a varied vocabulary for describing feelings • how to judge whether their feelings and behaviour are appropriate and proportionate to a situation • why they should discuss loneliness or difficult feelings with an adult • that bullying and cyberbullying can have a lasting effect on mental wellbeing • how to recognise when they or someone else may need support • whom they can speak to in school • how and where to seek support outside school The features of an active and healthy lifestyle • the physical benefits of regular exercise • the mental-health benefits of regular exercise • why exercise should form part of daily and weekly routines • different ways to be active • the health risks associated with an inactive lifestyle • that inactivity can contribute to obesity and other health concerns • how and when to seek support about their physical health What makes a healthy and balanced diet • that different foods provide different nutrients • introductory facts about calories and nutritional information • how to plan and prepare a range of healthy meals • the characteristics of a poor diet • the risks associated with unhealthy eating • the links between an unhealthy diet, obesity and tooth decay • how pressure from others can influence decisions about substances

	• how to make safe choices and seek help • The facts about harmful legal and illegal substances • the risks associated with smoking and tobacco • the risks associated with alcohol • the risks associated with illegal drugs • that medicines should only be used according to instructions from a trusted adult or healthcare professional
Puberty and Changing Adolescence	• the key facts about puberty • that puberty is a normal part of growing up • that puberty can begin at different times for different children • the physical changes experienced during puberty • the emotional changes that may take place during puberty • the changes that affect girls • the changes that affect boys • how personal hygiene needs may change during puberty • that pupils should seek advice if they are worried about bodily changes • key facts about menstrual wellbeing • what the menstrual cycle is • what an average period may involve • that periods can vary between individuals • the range of menstrual products available • how menstruation can affect physical and emotional wellbeing • where pupils can access help and menstrual products in school

