



AHMAT Relationship Education Policy

January 2026



Encourage one another
and build each other up
1Thessalonians 5:11

Contents

Aims

Statutory requirements

Policy development

Ratification

Definition

Curriculum

Delivery of RSE

Roles and responsibilities

Parents' right to withdraw

Monitoring arrangements

Appendix 1: Relationship Matters Outcomes and Key Concept for Key Stage 1 & 2

Aims

At AHMAT our vision is that all members of our school family experience and learn to

'Encourage one another and build each other up'.

This is the foundation of our whole curriculum. When planning and delivering the Relationships, Health and Sex Education curriculum as laid out by the government, respect is central to everything we do. We follow the principles and guides as laid out in the Church Of England document 'Valuing all God's Children'. We educate our children about the diverse world in which we live as well as how to behave and live in a healthy manner, safeguarding the wellbeing of ourselves and those we love.

The aims of relationships and sex education (RSE) in our schools are to:

- Provide a framework in which sensitive discussions can take place, exploring issues and values
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Developing children emotionally, socially and culturally
- Learn about healthy lifestyles, respectful relationships, focusing on family and friendships, in all contexts, including online.

At AHMAT we do not teach sex education as part of RSE (DfE Guidance p 23 - 'Sex Education is not compulsory in primary schools'). We do however, teach the human lifecycle, including menstrual wellbeing, as part of the science curriculum in KS2.

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science.

Statutory requirements

As a primary academy trust, AHMAT, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach the science curriculum for primary aged children.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

The Statutory document from the DfE states:

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, 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.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

Policy development

This policy has been developed in consultation with staff and parents.

All school staff were given the opportunity to look at the policy and make recommendations.

Parent/carers/stakeholder consultation – parents and any interested parties were invited to read the policy and view a short presentation outlining government requirements and our schools approach to the curriculum.

Parents/carers/stakeholder were invited to send to the school office any comments in relation to the policy. All comments were then collected and considered.

Ratification

Once amendments were made, the policy was shared with Board of Directors and LGBs governors and ratified

Definition

At AHMAT, RSE is about the emotional, social and cultural development of pupils, and involves learning about healthy lifestyles, respectful relationships, focusing on family and friendships, in all contexts, including online.

Curriculum

Here, at AHMAT, we have adopted the 'Lovewise' curriculum recommended by the Church of England to deliver Relationships Education. The curriculum takes into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy or curriculum, teachers will respond in an appropriate manner to prevent children seeking answers online. Staff are, at all times, mindful of children coming from a variety of family and faith backgrounds.

At AHMAT, we recognise that children's ability to form healthy relationships and make safe, positive choices is fundamentally connected to their emotional development and overall wellbeing. While the statutory Relationships Education and Health Education frameworks provide essential knowledge, pupils also need explicit teaching of core social-emotional skills to help them to apply this knowledge confidently and appropriately in real situations.

For this reason, we have chosen to enhance our statutory RSHE programme by delivering the Foundations for Wellbeing curriculum through our PSHE provision. This ensures that children build the emotional, social and mental foundations that underpin healthy relationships, resilience and positive behaviour.

In addition to this, we value P4C as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school non-core curriculum as well as within our RE, Science and Computing curriculum.

To ensure progression we have used a published programme that will be monitored through

- Learning walks
- Book looks
- Discussions with pupils

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

Delivery of RSE

RSE is delivered through P4C, RE, science, computing, as well as through a stand-alone curriculum.

- Many biological and health aspects of Relationships and Health Education are taught through the science curriculum.
- Moral, social, and emotional aspects are included in RE and P4C.
- Healthy online relationships are explored within the computing curriculum.

Relationships Education

Our Relationships Education focuses on the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education

Health education is delivered across the wider curriculum and includes learning about:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, and tobacco (awareness)
- Health and prevention
- Basic first aid
- Changing adolescent body (puberty)

PSHE Foundations for Wellbeing (Enhanced Provision)

We explicitly teach wellbeing skills through PSHE themes, including:

- Emotional awareness and naming feelings
- Empathy and compassion
- Developing positive self-identity
- Emotional regulation strategies
- Resilience and problem-solving
- Building positive relationships
- Recognising personal strengths
- Growth mindset
- Social communication and cooperation
- Managing difficult feelings and stress

These modules strengthen children's readiness for relationships learning, ensuring that RSHE is effective, emotionally grounded, and responsive to the needs of our pupils.

At AHMAT we allocate a weekly time to teach RSE in order to teach the knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways: Collective worship, our praise and reward system (star of the week), through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community. Class teachers deliver the weekly lessons to their own classes.

For more information about our Relationship Education curriculum, see appendix 1.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and responsibilities

The Board of Directors and Local Governing Boards (LGBs)

The Board of Directors and LGBs governing board will approve the RSE policy, and hold the Head of School to account for its implementation.

The Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way in line with the vision and values of our school
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of School.

Pupils

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

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Monitoring arrangements

The delivery of RSE is monitored by the SLT through:

- Learning walks
- Book looks
- Discussions with pupils

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the CEO and Head of Schools every 2 years. At every review, the policy will be approved by Board of Directors and Local Governing Bodies (LGBs)

Created or Reviewed by	Date	Changes
Isabel Cooke & Helen Mitchell	July 2021	Updates to: • Legal framework • Roles & responsibilities • Child-on-child sexual abuse and harassment
Isabel Cooke & Helen Mitchell	January 2022	No change
Isabel Cooke & Helen Mitchell	January 2024	Update to curriculum to include a break down in broader curriculum areas – Appendix 1.
Isabel Cooke & Helen Mitchell	January 2025	Update to curriculum depth – Appendix 1.
Helen Mitchell	January 2026	Update to curriculum depth – Appendix 1 - Wellbeing

Appendix 1: Relationships Matter Outcomes and Key Concepts for Key Stage 1 & 2

The Lovewise scheme of work is aligned to the Relationship Education. Lovewise covers all areas of Relationship education for the primary phase including statutory Relationships Education. The table below gives the learning theme of each of the five units and these are taught across the school; the learning deepens and is personalised each year to suit the needs of the class.

Unit 1: Families and people who care for me

Pupils will find out what is meant by family and look at how different families care for and support one another. Pupils will focus on parents and their different roles within the family and will develop their understanding of the characteristics of a healthy family and the importance of love and security. An introduction to the concept of marriage is included in Key Stage One and an understanding of commitment developed in Key Stage Two.

In KS1.

Key concepts

Lesson 1: What is a family?	What a family is How families show love and care for each other Why it is important to spend time together as a family	That families support and care for one another and that caring and nurturing in families is born out of love for one another
Lesson 2: Caring relationships – parents	How families support and care for one another The role of parents	How families support and care for one another, the role of parents in the nurture and care of children in the family
Lesson 3: What is marriage?	What happens in a typical wedding? To understand what marriage is	Understanding that marriage involves a couple making promises of lifelong commitment that are recognised in law

In KS2 Lesson Key concepts

Lesson 1: Characteristics of a healthy family	Develop their understanding of what characterises a healthy family	The importance of families. The qualities of healthy family life
Lesson 2: Respecting parents and carers	Continue to develop their understanding of what characterises a healthy family including respect for parents	Characteristics of a healthy family life including respect for parents
Lesson 3: Marriage	Understand why people decide to get married. Understand the wedding vows. Understand that marriage is intended to be a lifelong commitment.	An understanding of the promises and meaning of marriage
Lesson 4: Marriage (continued)	Understand why people decide to get married. Understand the wedding vows. Understand that marriage is intended to be a lifelong commitment.	Further understanding of the meaning and commitment of marriage

Unit 2: Caring friendships

Pupils will understand the importance and characteristics of good friendships. They will think about working through difficulties in a friendship, if necessary by involving an adult. They will learn about sharing experiences and supporting friends with problems and difficulties, and not making others feel lonely or excluded.

In KS1.

Key concepts

Lesson 1: Best friends	To understand the different characteristics of friendships and give examples of good friendship qualities	Understanding the characteristics of good friendships
Lesson 2: When friends fall out	To understand that friendships can have ups and downs How to sort out differences with friends	That friendships have ups and downs, how to repair and strengthen friendships
Lesson 3: How to get help	To understand that sometimes friendships can make them feel uncomfortable That they can talk to a trusted adult if they need help in sorting out friendship issues	How to get help when friendships are in trouble

In KS2

Key concepts

Lesson 1: Characteristics of friendships	Understand the different characteristics of friendships and give examples of good friendship qualities	The characteristics of good friendships
Lesson 2: Characteristics of friendships (continued)	Understand the characteristics of good friendships Be able to explain how friends support them with problems and difficulties & how sharing interests and experiences is important to build strong friendships	The positive outcomes of good friendships
Lesson 3: Self-centred v other-person centred	Build on their understanding of what a healthy friendship is Define the two terms of loneliness and exclusion Avoid causing others to feel lonely or excluded	Considering the feelings of others and how to avoid making others feel lonely or excluded
Lesson 4: When a friendship feels uncomfortable	Recognise when friendships are unhealthy and how to resolve difficulties, if necessary, by asking for help	Recognising unhealthy friendships, managing conflict and how to ask for help

Unit 3: Respectful relationships

Pupils will learn about self-respect; respecting others at home, at school and in the wider community; and respect for those in authority. They will understand the conventions of courtesy and manners. They will think about the impact of bullying and how to get help.

In KS1

Key concepts

Lesson 1: Courtesy and manners	To understand and give examples of courtesy and good manners.	The importance of courtesy and good manners and how to show these qualities
Lesson 2: What is bullying?	To understand what bullying is and what it is not. How to get help if they, or others, are being bullied.	The nature and impact of bullying and how to get help
Lesson 3: Respect for others including	To understand how to show respect to others	Understanding respect and how it is shown. Respect for those in positions of authority

those in authority	To understand what 'being in authority' means To understand that those people who have positions of authority have a duty of care	
--------------------	--	--

In KS2
Key concepts

Lesson 1: Courtesy and self-respect	Learn the importance of courtesy and how their actions impact on others Learn the importance of self-respect and how this links to their own happiness	The importance of self-respect , courtesy and respect for others
Lesson 2: Respecting others without prejudice or discriminations	Understand the importance of respecting others without prejudice or discrimination Understand what a stereotype is	Understanding what bullying is and how to get help
Lesson 3: Respect for those in authority	Understand what it means to respect others in school and in wider society Understand authority and why it is important to show respect to those in authority	Understanding authority and why pupils (we?) should respect those in positions of authority

Unit 4: Online relationships

Pupils will learn the principles of keeping safe online, including how to identify risks and harmful content which should be reported to an adult. They will learn the importance of treating other people with respect when online. They will discuss social media and its associated risks, and understand they should not share personal information with people they have never met.

In KS1
Key concepts

Lesson 1: Staying safe online	To understand some of the rules for keeping safe online	The importance of staying safe online and how to achieve this
----------------------------------	---	---

In KS2

Key concepts

Lesson 1: Staying safe online (part 2)	• Learn how to stay safe online • Recognise risks, harmful content and contact online, and how to report them	Achieving online safety and recognising online risks
---	--	--

Unit 5: Being safe

Pupils will learn about keeping healthy and safe. They will begin to understand the concept of privacy and about safe, unsafe and inappropriate contact with both peers and adults. They will learn the dangers of keeping secrets if they feel unsafe and how and where to get help from a trusted adult.

In KS1

Key concepts

Lesson 1: Keeping healthy and safe	To understand that they are unique, that their bodies belong to them, and they need to keep healthy and safe How and where to get help if they feel unsure or unsafe (about anything) Know who their trusted adults are	How to keep healthy and safe and how to get help if children feel unsafe
---------------------------------------	--	--

In KS2

Key concepts

Lesson 1: Contact with others	Learn the different types of contact including safe, unsafe and unwanted Learn that their body belongs to them Learn how to seek help and ask for advice for themselves or others	Understanding safe and unsafe contact and how to get help if needed
Lesson 2: Privacy and secrets	Learn about keeping themselves safe Learn about the concept of privacy Learn that it is not always right to keep secrets if they relate to being safe Learn how and where to get help	Understanding privacy and safe and unsafe secrets and how to get help if unsure

Enhanced Provision: Foundations for Wellbeing

Learning objectives	PSHE Association Programme of Study	DfE statutory guidance
Year 1 Lesson 1: Noticing feelings To learn about feelings. Lesson 2: Distraction To learn about distraction. Lesson 3: Paying attention to pleasant feelings To learn how to pay attention to pleasant feelings. Lesson 4: Helpful and unhelpful thoughts To learn about helpful and unhelpful thoughts.	H12. how to recognise and name different feelings H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H24. how to manage when finding things difficult H27. about preparing to move to a new class/year group	Mental wellbeing - 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. - how to recognise and talk about their emotions, including having a varied vocabulary of words to
Lesson 5: Reacting To learn about different ways of reacting. Year 2 Lesson 1: Noticing and naming feelings To learn about thoughts and feelings and how noticing them can be helpful. Lesson 2: Different distractions To learn about different kinds of distraction.		use when talking about their own and others' feelings. - where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to [...] Respectful relationships, including friendships - practical steps they can take in a range of different contexts to improve or support

Lesson 3: Changing thoughts and feelings To learn about different ways of changing thoughts and feelings. Lesson 4: Managing unhelpful thoughts To learn how to manage unhelpful thoughts. Lesson 5: Reactions and responses To learn about ways of managing reactions and responses.		respectful relationships.
Year 3 Lesson 1: Exploring emotions To learn about noticing thoughts, feelings and emotions, and how emotions vary in strength. Lesson 2: Understanding distraction	Programme of Study H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health – including how good	

To learn about different kinds of distraction and some ways they can be managed. Lesson 3: Managing thoughts and emotions To learn about helpful patterns of thoughts and emotions. Lesson 4: Managing worries To learn how to recognise and manage worry. Lesson 5: Managing responses To learn how feeling calm can help us to manage our responses.	quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others	
Year 4 Lesson 1: Describing emotions To learn how describing emotions and their intensity can help to manage them. Lesson 2: Managing internal and external distractions To learn about internal and external distractions and how they can be managed. Lesson 3: Exploring different thinking habits To learn about different ways of thinking and how this impacts wellbeing.		

Lesson 4: Different ways to manage worries

To learn strategies that can help manage worries and positively impact emotions and behaviour.

Lesson 5: Strategies for calm

To learn strategies that can help someone manage their responses.

H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

Year 5 Lesson 1: Noticing and naming emotions To learn about managing thoughts and emotions in everyday situations. Lesson 2: Directing attention and managing distractions To learn about helpful and unhelpful distractions and strategies to manage them. Lesson 3: Changing thinking habits To learn about brain plasticity and how changing thinking habits can support wellbeing. Lesson 4: Rumination and worry To learn how changing the way someone thinks about an event can support wellbeing. Lesson 5: Managing reactivity To learn how managing reactivity can support wellbeing.	H17. to recognise that feelings can change over time and range in intensity H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H35. about new opportunities and responsibilities that increasing independence may bring H36. strategies to manage transitions between classes and key stages
--	---

Year 6

Lesson 1: Regulating emotions

To learn how noticing and naming emotions can help someone to regulate them.

Lesson 2: Managing distraction

To learn a variety of strategies for managing internal and external distractions.

Lesson 3: Developing positive thinking habits

To learn about developing positive thinking habits and how this supports wellbeing.

Lesson 4: Managing rumination and worry

To learn about the impact of rumination and worry on emotions and behaviour, and strategies for managing rumination and worry.

Lesson 5: Managing stress

To learn about managing stress.