



مدرسة الإبداع
العلمي الدولية
INTERNATIONAL SCHOOL
OF CREATIVE SCIENCE

RELATIONSHIPS EDUCATION POLICY 2025 - 2026

International School of Creative Science – Nad Al Sheba

Relationships Education Policy

Academic Year 2025-26

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Principal: Ataullah Parkar			

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1. Introduction

The International School of Creative Science – Nad Al Sheba is a values-driven British school rooted in Islamic ethos. Our approach to personal development reflects the Barakah Culture we actively cultivate: an environment of intention, gratitude, meaningful relationships, and service to others.

We use the term “Personal Development & Puberty Education” to reflect our cultural and religious context in the UAE, while still fulfilling the statutory expectations placed upon British schools internationally regarding *Relationships Education* (primary phase) and *Relationships & Sex Education (RSE)* (secondary phase). At ISCS-NAS, there is no teaching of sexual activity, intimate relationships, or content that conflicts with Islamic beliefs or UAE regulations.

We encourage inquiry, reflection, and openness appropriate to pupils’ age and level of understanding, protecting pupils’ dignity and honouring the role of families. Pupils are supported to develop confidence, compassion, self-respect and empathy, strengthening both their Islamic identity and their contribution to the wider community.

This provision is delivered in close partnership with parents, ensuring pupils’ personal, social, emotional and spiritual wellbeing as they grow, preparing them to contribute positively to society in accordance with our school values.

2. Aims

Personal Development & Puberty Education at ISCS-NAS helps pupils to make sense of their development as they grow physically, emotionally, socially, and spiritually. It supports their wellbeing and relationships with others, grounded in Islamic principles of dignity, modesty, and mutual respect.

The aims of this policy are to ensure pupils:

- Develop self-knowledge, self-respect and confidence in who they are
- Understand physical and emotional changes linked to puberty
- Build healthy friendships and positive social behaviour
- Learn how to keep themselves safe, including online and in the community
- Show empathy, kindness and responsibility towards others
- Make respectful choices guided by faith, values and family expectations
- Strengthen their sense of identity, belonging and contribution to society
- Engage in learning that reflects Islamic morals and UAE cultural standards

Our intention is to support children in becoming thriving young Muslims and responsible members of society through guidance that is age-appropriate, culturally appropriate, and faith-aligned.

3. Statutory and UAE Requirements

ISCS-NAS fulfils statutory expectations for British curriculum schools internationally while ensuring full alignment with UAE laws, cultural norms, and Islamic values. The school does not deliver any content that contravenes local regulations or the moral expectations of our community.

Our compliance includes:

- Adhering to the expectations set out in BSO Standards, including Standard 2A regarding Relationships and Sex Education
- Ensuring full alignment with UAE Child Protection Law, KHDA guidance and Ministry of Education expectations
- Maintaining this as a separate written policy, reviewed regularly and approved through school governance

- Delivering Personal Development & Puberty Education in a manner that reinforces Islamic morals and modesty
- Ensuring that no explicit Sex Education or teaching of intimate sexual relationships is provided at any stage
- Ensuring biological aspects of human development are delivered solely within the Science curriculum
- Aligning with the school's Safeguarding, Behaviour, and Wellbeing policies, and the Barakah Culture framework

The school provides transparent communication with parents regarding the nature and timing of any puberty-related content, recognising the primacy of families in shaping children's personal values.

4. Definitions

In line with international expectations for British schools, we recognise the terms *Relationships Education* (primary phase) and *Relationships & Sex Education (RSE)* (secondary phase). At ISCS-NAS, we use the term Personal Development & Puberty Education to reflect our Islamic ethos and our UAE context, ensuring clarity and sensitivity for pupils and families.

For the purposes of this policy:

- **Personal Development Education**
focuses on friendships, emotional wellbeing, values, communication, safety, digital behaviour and positive social interactions.
- **Puberty Education**
supports pupils to understand physical and emotional changes as they grow, with emphasis on hygiene, modesty, and dignity, consistent with Islamic teaching.
- **Science Curriculum**
covers the biological facts of human growth and development only.
No behavioural teaching or discussion of sexual intimacy is included.
- **Sensitive Content**
refers to material that may require prior parental communication, gender-appropriate grouping, and approved learning resources.

These definitions ensure pupils receive essential knowledge for wellbeing and safety, while respecting the beliefs, values and cultural expectations of our families and community.

5. Curriculum Coverage

Personal Development & Puberty Education is carefully integrated across our curriculum in a way that promotes Islamic character, supports wellbeing, and prepares pupils for the social, emotional and physical aspects of growing up. Content is age-appropriate, culturally sensitive, and delivered progressively from FS to Year 13.

Learning also reflects our Barakah Culture principles, encouraging pupils to develop gratitude, responsibility, empathy and meaningful relationships with others.

Our provision is delivered through:

- **Moral Education** — values, empathy, citizenship, respect for diversity
- **Islamic Education** — dignity of the body, modesty, healthy conduct, family values
- **PSHE / Pastoral Guidance** — emotional literacy, friendships, conflict resolution, online safety
- **Science Curriculum** — factual and biological aspects of human development
- **School-wide initiatives** — assemblies, values-based campaigns, wellbeing programmes
- **Digital Safety Education** — responsible technology use and respectful communication

Coverage by Phase

Early Years Foundation Stage (FS1–FS2)

Focus on social beginnings and understanding feelings

- Friendship, kindness, taking turns
- Naming feelings and developing early self-regulation
- Basic hygiene routines (washing hands, cleanliness)

Primary (Years 1–6)

Gradual preparation for independence and early physical changes

- Respectful friendships and inclusion
- Understanding differences in families and cultures
- Problem-solving and healthy communication
- Y5–Y6: introduction to puberty *focused on hygiene, wellbeing and confidence*
- Gender-appropriate grouping when discussing sensitive topics
- Strong reinforcement of modesty and personal boundaries

Secondary (Years 7–13)

Continued focus on wellbeing, self-image, responsibility and safety

- Emotional resilience and understanding influence
- Online identity, accountability, and respectful behaviour
- Healthy friendships, trust, and personal boundaries
- Responsible leadership, self-respect and dignity
- Puberty education deepening understanding of changes and wellbeing
- No content related to sexual intimacy or relationships outside Islamic guidance

Mapping

A full year-by-year mapping of where content is delivered through Science, Moral Education, PSHE, and Pastoral programmes is provided in Appendix 1.

All materials used are reviewed to ensure full compliance with Islamic values and UAE regulations, and teachers only use approved resources.

6. Delivery & Teaching Methods

Teaching is delivered in a positive and respectful learning environment that reflects Islamic etiquette, encourages pupil confidence, and protects privacy and dignity. Our approach enables pupils to ask questions appropriately while maintaining clear boundaries set by faith, family values, and community expectations.

Our delivery approach ensures:

- **Faith-aligned teaching:** reinforcing dignity, modesty, and respectful conduct
- **Positive framing:** emphasising character development and emotional wellbeing
- **Approved language and terminology:** responses are scripted where necessary to ensure clarity and compliance
- **Gender-appropriate grouping:** for sensitive discussions related to physical development
- **Teacher training and readiness:** staff trained annually to handle topics appropriately, including safeguarding responses
- **High-quality resources:** all materials pre-approved by senior leaders for cultural and religious suitability

- **Safe classroom environment:** creating trust, confidentiality (within safeguarding boundaries), and emotional safety
- **Encouragement of inquiry:** pupils are guided to ask appropriate questions, reinforcing Islamic manners and respectful dialogue
- **Wellbeing focus:** linking physical changes to emotional support, self-worth and healthy lifestyle choices

Learning experiences are tailored to pupils' maturity and context, celebrating their development as young Muslims who grow in confidence, responsibility and compassion.

Student & Parent Voice:

The school actively seeks and values the voices of students and parents as part of its commitment to positive relationships, personal development, and continuous improvement. Student voice is gathered through school councils, leadership forums, surveys, focus groups, and regular pastoral check-ins, enabling students to contribute to decisions affecting their well-being, learning, and school culture. Parent voice is captured through annual and termly surveys, consultation meetings, parent forums, the Parent-Teacher Association, and regular engagement with senior leaders. Feedback from both students and parents is reviewed systematically and used to inform curriculum design, pastoral provision, safeguarding practice, and school improvement, ensuring that relationships education and personal development remain responsive to the needs of the community.

7. Roles & Responsibilities

Personal Development & Puberty Education is a shared responsibility between school leadership, teaching staff, pupils and parents, with a consistent aim to guide children in a way that reflects both Islamic values and British curriculum expectations. Strong partnership underpins pupils' confidence, safety and wellbeing.

Responsibilities include:

- **Principal**
 - Ensures policy compliance with UAE law and BSO standards
 - Approves curriculum content and communicates expectations clearly
- **Senior Leadership & Heads of Section**
 - Oversee planning, delivery and quality assurance
 - Ensure cultural appropriateness of resources and teaching
 - Monitor teacher readiness and provide ongoing support
- **Teachers**
 - Deliver learning professionally and sensitively
 - Respond to questions within agreed boundaries and approved language
 - Identify and share any pastoral or safeguarding concerns
- **Parents & Guardians**
 - Support school guidance and reinforce Islamic values at home
 - Engage with communications and raise enquiries respectfully
 - Provide feedback where additional support is needed
- **Pupils**
 - Treat others with kindness and respect
 - Participate appropriately and maintain privacy and dignity
 - Seek help from trusted adults if they feel unsafe or concerned

A whole-school approach ensures that children receive consistent messaging, secure identity and strong moral foundations across school and home.

8. Inclusion, SEND & EAL

ISCS-NAS is committed to ensuring that all pupils — including those with Special Educational Needs, Disabilities, or English as an Additional Language — are able to access Personal Development & Puberty Education fully, confidently and with dignity. We recognise that pupils' developmental needs vary, and we adapt provision to ensure learning remains sensitive, reassuring and inclusive.

We ensure inclusion through:

- **Adjusted language and explanations** to support comprehension
- **Additional adult support** where needed, without drawing attention to pupils' needs
- **Visual resources and structured activities** to enhance accessibility
- **Consideration of emotional readiness**, especially where trauma or anxiety may be present
- **Close coordination with pastoral and inclusion teams** to personalise support
- **Respect for cultural and family context**, avoiding any undue discomfort or embarrassment

No pupil is withdrawn from essential knowledge necessary for their wellbeing. All pupils are supported to maintain confidence, privacy and self-respect throughout their learning journey.

9. Parental Communication & Right to Withdraw

Parents are recognised as the primary educators of their children in matters of personal values and family life. ISCS-NAS therefore places strong emphasis on partnership, transparency, and mutual trust. We respect parents' rights and ensure open communication when pupils are preparing to learn about puberty and personal wellbeing.

Our approach includes:

- Advance notification to parents before any puberty-related lessons take place – especially in context to science related material where explicit content may be available.
- Opportunities for parents to review teaching materials and ask questions
- Clear information on the purpose and boundaries of the content
- Respectful consideration of any concerns or cultural sensitivities
- Written parental request required for withdrawal from puberty lessons
- Every request is recorded and acknowledged, with follow-up to ensure pupil safety and wellbeing

We encourage parents to support their children with positive conversations at home, reinforcing Islamic values and emotional reassurance as pupils grow.

10. Safeguarding

Personal Development & Puberty Education may provide opportunities for pupils to share concerns or ask questions linked to their wellbeing. Staff have a duty to respond sensitively, appropriately and protectively, following school safeguarding procedures at all times. Safeguarding is central to this provision and reflects our commitment to pupil safety, dignity and trust.

Safeguarding protection includes:

- Staff follow designated safeguarding lead (DSL) procedures for any disclosures or concerns
- All information is treated confidentially, within safeguarding boundaries
- Lessons include guidance on how to seek help and who to talk to if worried
- Ensure pupils are never asked to share personal or intimate experiences in class
- Teachers do not engage in inappropriate or explicit discussions beyond approved boundaries
- Online safety is explicitly addressed, including respectful digital behaviour
- Risk assessments are completed for relevant activities (including gender-specific groupings)

- Where a pupil becomes distressed or uncomfortable, teachers provide private reassurance and, if appropriate, refer to pastoral or safeguarding teams

This policy must be read alongside the Safeguarding & Child Protection Policy, the Digital Safety Policy, and whole-school procedures for reporting concerns.

11. Monitoring, Evaluation & Review

ISCS-NAS is committed to maintaining a high-quality, culturally aligned programme that supports pupils' wellbeing and identity as they mature. Continuous monitoring ensures teaching remains effective, compliant and reflective of our Islamic ethos.

Monitoring includes:

- Annual policy review by the Principal and Governing Body
- Regular planning scrutiny to ensure coverage and cultural alignment
- Learning walks and observations to support safe and sensitive delivery
- Feedback from teachers, pupils and parents to inform improvement
- Ongoing review of resources to ensure suitability and compliance
- Alignment checks with UAE and BSO expectations
- Staff training updated every year to maintain teacher confidence and clarity

Appendix 1 — Curriculum Map for Personal Development & Puberty Education (FS–Y13)

This appendix outlines where key knowledge, skills and values linked to Personal Development & Puberty Education are delivered throughout the school. Content is closely monitored to ensure **age-appropriateness, Islamic alignment, and full compliance with UAE expectations**.

Phase	Year Group	Focus Areas	Subjects Delivering Content	Notes
EYFS	FS1–FS2	Friendship, feelings, confidence, turn-taking	Topic / PSHE	Early socialisation only
Primary	Y1	Kindness, respectful speech, cooperation	PSHE, Moral Education	Character focus
	Y2	Empathy, personal space, simple conflict management	PSHE	Awareness of differences
	Y3	Respecting others, belonging & community	PSHE, Moral Education	Cultural diversity
	Y4	Emotions, problem-solving, online behaviour basics	PSHE, ICT Link	Digital safety begins
	Y5	Introduction to puberty (wellbeing, hygiene)	PSHE, Science	Parent notice before delivery
	Y6	Emotional change, respectful behaviour & boundaries	PSHE, Science, Islamic Studies	Gender-specific grouping used
Secondary	Y7	Body confidence, resilience, cyber-safety	Science, PSHE	Age-sensitive delivery
	Y8	Self-image, managing influence, friendships	PSHE, Moral Education	Reinforcing identity
	Y9	Healthy boundaries, stress management, trust	PSHE, Pastoral	Unhealthy influence awareness
	Y10	Accountability and risk awareness (online/offline)	PSHE, Wellbeing	Safety + dignity focus
	Y11	Digital identity, respectful interactions, consequences	PSHE, Wellbeing	Emphasis on personal integrity
	Y12–Y13	Leadership, safeguarding awareness, service to community	PSHE, Wellbeing	Character & legacy building

Biological coverage linked to human development is delivered only in Science and does not include any discussion of sexual intimacy.

Sensitive topics always follow gender-appropriate grouping, prior parental communication, and approved resource use.