

مدرسة جلوبال الإنجليزية- العين

GLOBAL ENGLISH SCHOOL – AL AIN

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Relationships Education and Relationships & Sex Education Policy (RE & RSE Policy)

<i>Policy</i>	Relationships Education and Relationships & Sex Education Policy
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<i>Reviewed By:</i>	Principal, Phase Leaders (Phase 1, 2, 3, 4), Pastoral Heads, Heads of Departments, Student Wellbeing Team, School Nurse



1. Purpose and Rationale

Global English School (GES) is committed to supporting the personal, social, emotional, physical and moral development of all students. The school provides age-appropriate learning that enables students to develop healthy relationships, understand personal wellbeing, make responsible choices, stay safe and develop the knowledge and skills required to participate positively in family, school and wider community life.

This policy sets out the school's approach to Relationships Education, Health Education, Physical Education and age-appropriate personal development education. Provision is delivered in a manner that respects the culture, values, traditions and laws of the United Arab Emirates, ADEK requirements and the school's educational context.

The policy also sets out the school's approach to Relationships and Sex Education within the context of the British Schools Overseas (BSO) Standards and UAE cultural and regulatory requirements.

2. Aims

- Develop respectful, caring and positive relationships with others;
- Understand the importance of family, friendship, kindness, empathy and mutual respect;
- Develop confidence, independence and responsible decision-making;
- Understand how to keep themselves and others safe;
- Develop healthy habits relating to nutrition, hygiene and physical activity;
- Understand age-appropriate physical and emotional changes associated with growing up;
- Develop resilience, self-awareness and emotional wellbeing;
- Respect individual differences and the diverse community in which they live;
- Develop the skills required to participate responsibly in school, family and community life; and
- Develop values and behaviours consistent with the cultural and moral context of the UAE.

3. Curriculum Provision

Relationships, health and wellbeing education at GES is not limited to one subject. It is **provided through several complementary areas** of the school's curriculum and wider provision.

These include Islamic Education, Life Skills, Physical Education, Science where applicable, school health education, wellbeing provision, assemblies, pastoral activities and other age-appropriate school programmes.

The content and resources used are reviewed to ensure that they are age appropriate, culturally appropriate and compliant with relevant UAE and ADEK requirements.

Where curriculum requirements at IGCSE, AS Level or A Level include culturally sensitive content, the school follows its established procedures for cultural consideration, including **obtaining parental consent** in advance where applicable.

4. Life Skills Education

GES provides a structured **Life Skills** programme for **non-Muslim** students. The programme contributes significantly to the **school's Relationships, Health and Wellbeing provision**.

- **Term 1** - Health and Wellbeing: It's Kind to Care and Staying Safe
- **Term 2** - Living Independently: Money Sense and Helping Around at Home
- **Term 3** - Exploring the Wider World: Employment Skills and Enterprise and On the Move

Through these themes, students develop age-appropriate understanding and skills relating to caring for others, positive relationships, personal safety, independence, responsibility and preparation for participation in the wider community.

The Life Skills curriculum is planned and mapped to provide continuity and progression across the relevant year groups.

5. Relationships Education

GES recognises **Relationships Education** as an **important part of students' personal and social development**.

For **Muslim students**, relevant learning relating to relationships, values, responsibilities, family life, respect and appropriate social conduct is supported **through Islamic Education**, in accordance with the approved curriculum.

For non-Muslim students, these areas are supported through the school's **Life Skills programme**, including learning relating to caring for others, staying safe, responsibility and independent living.

Relationships education is also reinforced through the wider school experience, including assemblies, pastoral support, wellbeing activities, safeguarding education and the school's expectations for student behaviour.

The school's approach emphasises respect, kindness, empathy, responsibility, personal safety, appropriate boundaries, positive friendships and appropriate relationships with family and members of the wider community.

6. Physical Education and Physical Wellbeing

Physical wellbeing forms an important part of the school's overall health and wellbeing provision.

Students receive Physical Education (PE) as part of the school curriculum. Through PE, students are provided with opportunities to develop physical literacy, fitness, coordination, teamwork, cooperation, resilience and an understanding of the importance of maintaining an active and healthy lifestyle.

Physical activity also supports students' wider social and emotional development by providing opportunities to work collaboratively, demonstrate fair play, manage success and challenge, and develop confidence and self-discipline.



7. Health Education

Health Education is supported through the curriculum and through the school's wider health and wellbeing provision.

The School Nurse contributes to student health education through age-appropriate assemblies, awareness sessions and health-promotion activities.

- healthy food and nutrition;
- oral hygiene and dental health;
- personal hygiene;
- healthy daily habits;
- general health and wellbeing; and
- age-appropriate health awareness.

These sessions complement learning delivered through Life Skills, PE, Science and other relevant areas of the curriculum.

8. Puberty and Growing Up

GES recognises that students require appropriate information and support as they experience physical and emotional changes associated with growing up.

For **identified age groups**, age-appropriate education and guidance relating to puberty is provided through the **Student Wellbeing Team and the School Nurse**.

The purpose of this provision is to help students understand and manage normal developmental changes, maintain appropriate personal hygiene, develop positive self-care practices and know where to seek appropriate support when required.

Content, terminology and resources are carefully selected and reviewed to ensure that provision is age appropriate, sensitive, culturally appropriate and consistent with UAE requirements and cultural considerations.

9. Relationships and Sex Education - UAE Context

GES recognises the requirements of the British Schools Overseas Standards concerning Relationships Education for primary-age students and Relationships and Sex Education for secondary-age students.

As a school operating in the Emirate of Abu Dhabi, GES also works within the legal, cultural and regulatory framework of the United Arab Emirates. The school's educational provision therefore takes account of UAE legislation, Islamic and Arab values, national identity, traditions, public morals and applicable ADEK cultural consideration requirements.

Accordingly, GES does not deliver a standalone Sex Education programme based on the English RSE curriculum where such content is not appropriate within the UAE cultural and regulatory context.

Instead, **students receive appropriate education relating to relationships, health, wellbeing, personal safety and personal development through Islamic Education and Life Skills, Physical Education, relevant curriculum areas, health education, wellbeing provision and pastoral support.**

Age-appropriate education concerning puberty and developmental changes is provided to identified age groups through the Student Wellbeing Team.

Where specific culturally sensitive content forms part of an approved IGCSE, AS Level or A Level examination syllabus, the content is approached in accordance with UAE cultural considerations and the school's established procedures. Parental consent is obtained in advance before such culturally sensitive content is taught.

10. Safeguarding and Personal Safety

Relationships, health and wellbeing education contributes to the school's safeguarding provision by helping students develop age-appropriate understanding of:

- Personal safety;
- Appropriate and inappropriate behaviour;
- Personal boundaries;
- Respectful interactions;
- Staying safe in different situations; and
- How and where to seek help from a trusted adult.

Teachers and other staff delivering this provision follow the school's safeguarding and student protection procedures.

Where a student makes a disclosure or raises a concern that may indicate a safeguarding issue, staff follow the school's established safeguarding procedures and refer the matter to the appropriate safeguarding personnel.

11. Inclusion and Additional Learning Needs

GES aims to ensure that Relationships, Health and Wellbeing Education is accessible to all students.

Teachers and relevant staff adapt teaching approaches, language, resources and levels of support where necessary to meet the needs of students with Additional Learning Needs (ALN).

Adaptations are made while maintaining the intended learning and ensuring that content remains appropriate to the student's age, developmental level, individual needs and the UAE cultural context.



12. Roles and Responsibilities

12.1. Principal and Senior Leadership Team

Ensure that the school's provision complies with applicable regulatory requirements and that this policy accurately reflects school practice.

12.2. Curriculum and Subject Leaders

Ensure that relevant learning is appropriately planned, sequenced, implemented and monitored.

12.3. Islamic Education and Life Skills Teachers

Deliver relevant relationships, values and personal-development learning through their respective curricula.

12.4. Physical Education Teachers

Support students' physical health, active lifestyles, teamwork, cooperation and personal development through appropriate Physical Education provision.

12.5. School Nurse

Supports health education and awareness through age-appropriate sessions and assemblies, including healthy eating, oral hygiene, personal hygiene and general health and wellbeing.

12.6. Student Wellbeing Team

Provides age-appropriate wellbeing support and identified puberty education in accordance with the school's procedures and UAE cultural considerations.

12.7. All Staff

Model respectful and positive relationships and contribute to promoting the wellbeing, safety and dignity of all students.

13. Partnership with Parents

GES recognises the importance of parental awareness and consent when delivering curriculum content that may be considered culturally sensitive.

For IGCSE, AS Level and A Level courses, where the requirements of an examination syllabus include topics that may be culturally sensitive within the UAE context, parental consent is obtained in advance before the relevant content is taught.

Teaching and learning resources associated with such content are carefully reviewed to ensure that delivery remains appropriate and aligned with UAE cultural considerations and applicable regulatory requirements.



14. Resources and Cultural Consideration

All resources used for Relationships, Health and Wellbeing Education are selected, vetted and reviewed for:

- Age appropriateness;
- Educational relevance;
- Cultural suitability;
- Sensitivity to the needs of students;
- Alignment with school curriculum requirements; and
- Compliance with applicable UAE and ADEK requirements.

Resources and teaching approaches must comply with GES procedures for the review and approval of teaching and learning materials.

Where culturally sensitive curriculum content is required as part of IGCSE, AS Level or A Level courses, relevant teaching materials are reviewed prior to use and parental consent is obtained in advance where applicable.

15. Monitoring and Review

The implementation of this policy and associated curriculum provision is monitored by the school's leadership and relevant curriculum, wellbeing and pastoral teams.

Curriculum maps, learning materials and associated provision are reviewed periodically to ensure that they:

- Accurately reflect current school practice;
- Provide appropriate progression across relevant year groups;
- Meet students' developmental and wellbeing needs;
- Remain culturally appropriate;
- Comply with current ADEK and UAE requirements; and
- Address applicable BSO requirements within the legal and cultural context of the UAE.

This policy will be reviewed annually, or earlier where regulatory requirements or school provision change, to ensure that it remains current and accurately reflects the educational provision at Global English School.