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**PHSE  
POLICY**

**DUIHS**

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## Overview

Paired with the RSE education provisions, our overall approach to PHSE engages in a wide variety of subjects and activities to effectively develop pupil's personal, social, economic, physical and spiritual development. With the ethos particular to the need for pupils to be upstanding, model, British citizens whilst simultaneously acting as da'is (representatives) of Islam, the PHSE provisions are regarded with utmost importance at DUIHS, helping pupils to ASPIRE (see school ethos).

## Aims

This policy highlights the wide range of pathways leading to development in terms of the aforementioned qualities in addition to stronger confidence regarding RSE, SMSC and FBV. DUIHS virtues to aid its pupils in attaining the knowledge to lead happy, confident and independent lives, becoming knowledgeable, active and abiding constituents of the UK. Through the imparting of the overall curriculum and system(s) of PHSE, DUIHS expects pupils to gain understanding of their worth, thus reinforcing their self-esteem, becoming socially aware individuals – understanding the value of a diverse community and the importance of cooperation and teamwork, the importance of physical, emotional and mental stability, the ability to distinguish between right or wrong, and many other benefits.

## Key themes

In addition to the direct deliverance of such an education through the PHSE modules, the provisions revolve around three key areas:

- Physical and emotional health, and wellbeing
- Importance of existing and developing relationships
- Integration into the wider world in both a social and professional perspective

## Areas of deliverance

DUIHS expands its PHSE education through a multitude of avenues:

- **PHSE curriculum:** delivered in line with a consulted scheme of study;
- **RSE:** PHSE curriculum incorporates RSE through a mutually devised strategy through the Association of Muslim Schools – trialled and tested to be both adherent to the RSE needs whilst respectful to the school's ethos
- **House System:** The house system, dividing pupils into six teams of twenty-five, is dedicated to the social and professional development of pupils through which they will embody leadership abilities, managing themselves, their behaviours and working with team-mates towards various targets of success. Pupils will experience a feel of the working-world, understanding deadlines, expectations and hard-work.
- **Behaviour management:** Nasihah and Tarbiyah, reward and reprimand – the school recognises changing, and even troubling, behaviour as opportunities for education and as such the behaviour policy incorporates a system that not only works as a system to enable understanding of the distinguishers for right and wrong, but also, subtly, replicates a judicial system
- **Wellbeing and Safeguarding support:** The safeguarding team consists of the wellbeing officer and three safeguarding leads. The school has a dedicate wellbeing officer on-site, trained to aid all stakeholders in managing their concerns, emotions and struggles. DUIHS focusses wholesomely on the needs of pupils, extract through extensive research of controversial areas as well as through interaction with pupils.
- **Islamic education:** With the hybrid need to impart a development towards wider communal proactivity as well as specific to their religion, the school's dedication to Islamic studies navigates the overall learning with reference to Qur'an and Hadith as substantiation for PHSE topics e.g. through the positive companies kept by the Anbiyah (prophets), pupils understand the recommendation to maintain productive and beneficial relationships and company
- **Impact learning:** Devised with inspiration from the reformations introduced by the DfE, the school has formalised impact learning in that all subjects are required to link topics to social, moral, spiritual and cultural links
- **Celebration of achievements:** Certificates, awards and praises are regularly imparted to celebrate pupils developments, recognising them for growth in skills, which reinforces the institutional need for reward as a means of recognition.
- **Regular assemblies, khutbah (sermons) and nasihah:** Revolving around weekly topics, assemblies, Friday sermons and advise drives key issues and qualities into utilisation. Lead often

by pupils, the school aims to empower them to take total responsibility for their own actions as well of those who would follow and be inspired by them

- **Student council and elections:** Education around the value of democracy, pupils consider their preferred candidates at the beginning of each year to select a leader to represent their year groups. Councillors then take on their roles in various areas to ascertain a *feel* for responsibility. Such responsibility includes arranging, hosting and minuting meetings and leads into discussion for actions, representation of constituent needs and decision-making. Councillors also take responsibility for education at times, including the ambassadorial approach to advocating against bullying. As part of the regime, councillors also undertake external training – such as anti-bullying seminars, to upskill themselves.
- **Life education:** The school recognises the need for pupils to engage in their communities actively and it includes becoming aware of their societies and surroundings. As such, the school enables active-education revolving around life outside of education (as noted below). Such examples of life education include first aid training.
- **Careers education:** With a rigorous policy and plan in place, the careers education system is developed to navigate pupils towards a strong understanding of the careers available in the world in order to get a confident understanding of preferences. Within the programme, pupils undergo various activities including CV writing seminars, job-search activities, understanding and practice of interviews, cold-calling, work experience, etc.
- **Educational trips:** Except in the case of social-distancing and lockdown related rulings, pupils venture onto various trips in the year to broaden their knowledge of the social realm. Such trips include visitation of religious venues to build an appreciation and tolerance for different faiths and cultures, including masjids, churches, Hindu temples, etc. Trips also revolve around the growth of academic and professional ambition including the yearly trip to the NEC skills-show, during which pupils explore their preferred career choices
- **Charitable events:** The school engages in a multitude of projects for charitable deeds, during which pupils are empowered to take responsibility to raise and rally funds
- **Guest-speakers/visitors:** Ranging from experts in different fields including career workshops, to public-enforcement including visitors from the army and the police, to ex-pupils, the school introduces a variety of social experiences to help them acquire varying perspectives to the world they already know
- **Public speaking:** In addition to the subject-specific speaking and listening activities – including debates, speeches, presentations and role-plays during lessons such as English, pupils, through selection or by volunteering, engage in public speaking activities such as Friday sermons, recorded reminders and naseehah
- **Internal / External competitions:** Throughout the year, pupils parade their skills and knowledge in competitions including Qiraat (melodious Qur'an recitation), speech and adhaan. Events are held within the school for independent rewards and the school often partners with external providers such as *Channel 5* for more public events
- **Assessments:** Thrice a year formally, and regularly informally, pupils partake in assessments to evaluate and then celebrate their skills and knowledge. These translate to grades/levels and reports twice a year, which are given to parents

### Equal Opportunities

By membership as an attendee and registrant of the school, all our pupils take part in the elements of the PHSE programme mentioned above. Where particular issues arise, these are met independently and addressed through thorough consultation.

### Corresponding Documents:

1. DfE: Keeping Children Safe in Education September 2022
2. DfE: RSE
3. DU Documents: Assessment, Curriculum, Marking, Staff Code of Conduct, Pandemic Procedures, RSE, Careers/Plan, Visitor, Trips, Behaviour, Wellbeing, Safeguarding, Student council, all-curricula, PHSE schemes/overviews, scheme audit