



**ABU BAKR AL-IHSAAN ACADEMY**

# **Relationships and Sex Education Policy**

Reviewed: September 2023	Next Review: September 2024 (or sooner if required)
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# RELATIONSHIPS AND SEX EDUCATION POLICY

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## **RELATIONSHIPS AND SEX EDUCATION POLICY**

### **INTRODUCTION**

In this policy, we set out our intentions about relationships and sex education (RSE). We set out our rationale for and approach to relationships and sex education in the school.

### **Implementation and Review of Policy**

Implementation of the policy took place after consultation with parents, staff, pupils and the Chair of Trustees in the summer term 2021. This policy will be reviewed every year by the Executive Head Teacher, RSE Co-ordinator, the Chair of Trustees, pupils, and staff. The next review date is July 2024.

### **Dissemination**

The draft policy will be given to all members of Trustees and all teaching and non-teaching members of staff. Copies of the document will be available to all parents via the school website and emails. Details of the content of the RSE curriculum will also be published on the school's website and emailed to all parents.

### **DEFINING RELATIONSHIPS AND SEX EDUCATION**

The DfE guidance states that, “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”<sup>1</sup>. This means that pupils should be comprehensively developed, to be equipped to manage relationships so that they are healthy and successful and to be able to make moral decisions with integrity. The teaching of RSE will aid the development of their knowledge and understanding of themselves as well-rounded children and young people.

In Primary at Abu Bakr Al-Ihsaan Academy, we will focus on, “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”<sup>2</sup> This includes the topics of families and of the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

In secondary at Abu Bakr Al-Ihsaan Academy, our RSE curriculum will, “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, including intimate relationships. It will enable pupils to understand what a healthy relationship

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<sup>1</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Head Teachers, principals, senior leadership teams, teachers Page 4

<sup>2</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Head Teachers, principals, senior leadership teams, teachers Page 19

looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”<sup>3</sup>

## RATIONALE

Today, I have perfected your religion for you, and have completed My blessing upon you, and chosen Islam as Dīn (religion and a way of life) for you

Al-Quran 5:3

Islam is a complete way of life for Muslims. Its guidance is comprehensive and includes the personal, social, moral, and spiritual aspects of our lives. Our involvement in educating our children about relationships and sex education is precisely because of this; we as Muslims must know how to have healthy, loving, and enriching relationships and know the role of sex in our lives.

Indeed, in the Messenger of Allah you have an excellent example for whoever has hope in Allah and the Last Day and remembers Allah often.

Al-Quran 33:21

And verily, you (O Muhammad, peace and blessings be upon you) are on an exalted standard of character.

Al-Quran 68:4

The Messenger of Allah (peace and blessings be upon him) was the best of all in character and he presented to us a practical example of how to conduct ourselves and live our lives. RSE at our school is centred on the example set by the Messenger of Allah (peace and blessings be upon him) and will be positive and prudent, showing the potential for development, whilst enabling the dangers and risks involved to be understood and appreciated.

Our RSE teaching will be in accordance with Islamic principles and values. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

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<sup>3</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Head Teachers, principals, senior leadership teams, teachers Page 25

## **VALUES AND VIRTUES**

Islamic values are our golden thread and they are interwoven throughout the RES programme relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in fulfilling the rights of others (*Huqqul Ibaad*) with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, chastity, integrity, prudence, mercy, and compassion.

## **AIMS OF RSE**

Our Mission Statement commits us to the education of the child as a whole (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves in partnership with parents, to provide children and young people with a positive and prudent relationships and sexual education which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in the Islamic vision of education.

## **Objectives**

To develop in pupils, the following **attitudes and virtues**:

- Respect for the dignity of every human being – in their own person and in the person of others
- Joy in the goodness of the created world and their own bodily natures
- Responsibility for their own actions and a recognition of the impact of these on others
- Celebrating the gift of life-long, self-giving love
- Recognising the importance of marriage and family life
- Recognising and valuing their own sexual identity and that of others
- Reverence for the gift of human sexuality and fertility (secondary only)
- Fidelity in relationships (secondary only)

To develop in pupils, the following **personal and social skills**:

- Making sound judgements and good choices which have integrity, and which are respectful of each individual's personal commitments
- Loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse, and bullying
- Managing emotions within relationships, and when relationships break down, managing these with confidence, sensitivity, and dignity

- Managing conflict positively and recognising the value of difference;
- Cultivating humility, mercy, and compassion
- Learning to forgive and be forgiven
- Developing self-esteem and confidence, demonstrating self-respect and empathy for others
- Building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet, and peer groups, and thus developing the ability to assess pressures and respond appropriately
- Being patient and learning to recognise the appropriate stages in the development of relationships, and how to love chastely (secondary only)
- Assessing risks and managing behaviours in order to minimise the risk to health and personal integrity

#### **To know and understand:**

- Islamic teaching on relationships and the nature and meaning of sexual love (secondary only)
- Islamic teaching on marriage and the importance of marriage and family life
- The centrality and importance of virtue in guiding human living and loving
- The physical and psychological changes that accompany puberty
- The facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation (secondary only)
- How to manage fertility in a way which is compatible with their stage of life, their own values, and commitments, including an understanding of the difference between natural family planning and artificial contraception (secondary only)
- How to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice (secondary only).

#### **INCLUSION AND DIFFERENTIATED LEARNING**

We will ensure RSE is sensitive to the needs of individual pupils in respect to their different abilities, levels of maturity and personal circumstances and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

#### **EQUALITIES OBLIGATIONS**

Under the Equalities Act 2010, we will ensure that our Trust strives to do the best for all of the pupils, irrespective of disability, educational needs, race, religion, nationality, ethnic or national

origin, pregnancy, maternity, sex, gender identity or sexual orientation or whether they are looked-after children.

### **BROAD CONTENT OF RSE**

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

### **DELIVERY**

Teaching strategies will include:

- Establishing ground rules
- Distancing techniques
- Discussion
- Project learning
- Reflection
- Experiential aspects
- Brainstorming
- Film & video
- Group work
- Role-play
- Trigger drawings
- Values clarification
- Collaborating with local schools
- Workshops

### **ASSESSING LEARNING:**

Learning will be assessed through:

- Observation
- Self/ peer evaluations
- Questions
- Discussions

### **PARENTS AND CARERS**

We recognise that we will be able to deliver successful outcomes for our children when collaboration is strong, particularly between pupils, parents, and the school. We will therefore support parents and carers by providing material to be shared with their children at home. We

will deliver workshops to help parents/carers to find out more. Additionally, parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered, to allay concern and to enable them to be prepared to talk to and answer questions from children about their learning.

Parents will be consulted before this policy is ratified by the Chair of the Trustees. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents continue to have ***the right to withdraw*** their children up until 3 terms prior to their 16<sup>th</sup> birthday from Sex Education except in those elements which are required by the National Curriculum Science Orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the Executive Head Teacher. All our schools will provide support by providing material for parents to help their children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance below for further details on the right to be excused from sex education (commonly referred to as, 'the right to withdraw').

### **BALANCED CURRICULUM**

Whilst promoting Islamic values and virtues, and teaching in accordance with Islamic principles, we will ensure that pupils are offered a balanced programme by providing an RSE curriculum that offers a range of viewpoints on issues.

When appropriate, pupils will receive clear scientific information and they will cover aspects of the law pertaining to RSE such as; forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Islamic values and principles. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

### **PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

Relationships Education, RSE and Health Education will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for



all pupils. Our schools will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

The Trust is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities.

For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

### **RESPONSIBILITY FOR TEACHING THE PROGRAMME**

Responsibility for the teaching of relationships and sex education programme lies with the following staff;

Abu Bakr Al-Ihsaan Academy

- Mrs Anisa Jeewa (Associate Head Teacher & DSL)
- Mrs. Rayhana Patel (Welfare officer & DDSL)

However, all staff will contribute to the development of pupils' personal and social skills and will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils demonstrating good, healthy, wholesome relationships between each other, other adults and pupils.

### **External Visitors**

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always compliment the current programme and never substitute or replace teacher led sessions. All external visitors will be fully vetted and clearly informed about their role and responsibility whilst they are in school delivering a session. All visitors will have to adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools' <sup>4</sup>.

Health professionals will follow the school's policies using negotiated ground rules and distancing techniques as other teachers would. We will ensure that all teaching is rooted in Islamic principles and practice.

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<sup>4</sup> CES Checklist for External Speakers to Schools, 2016

## **OTHER ROLES AND RESPONSIBILITIES REGARDING RSE**

### **Chair of Trustees**

- Draw up the RSE policy, in consultation with parents and teachers;
- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other whole school policies, e.g. SEND, the ethos of the school and our Islamic beliefs;
- Ensure that parents know of their right to withdraw their children;
- To share in the monitoring and evaluation of the programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

### **Executive Head Teacher**

The Executive Head Teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Trust Chairman, parents, the Local Education Authority, and appropriate agencies.

### **PSHEE/RSE Co-Ordinator**

The co-ordinators with the Executive Head Teacher have a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training.

### **All Staff**

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral, and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Islamic ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff should be aware of the policy and how it relates to them.

## **RELATIONSHIPS TO OTHER POLICIES AND CURRICULUM SUBJECTS**

This RSE policy is to be delivered as part of the PSHEE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (e.g. Anti-Bullying Policy, Safeguarding Policy etc).

Pupils with additional needs will receive appropriately differentiated support to enable them to achieve desired outcomes. Teaching methods will be adapted to meet the varying needs of all of pupils.

### **CONTROVERSIAL AND SENSITIVE QUESTIONS**

We will ensure that pupils can ask questions freely, be confident that their questions will be answered and be sure that they will be free from bullying or harassment from other children and young people.

There may be sensitive or controversial issues raised by pupils when discussing certain topics in RSE. These may be due to their own experiences or because of the values that they hold. The governors believe that children are best educated and protected from harm and exploitation when given the opportunities to discuss such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for this discussion.

(See also Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more detail)

### **SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK**

Children will need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse, they are required to follow the school's Safeguarding Policy and immediately inform the designated safeguarding leads all schools.

### **CONFIDENTIALITY AND ADVICE**

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Islamic understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the RSE programme. Teachers will always help pupils facing personal difficulties, in line with the school's Pastoral Care Policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality.

## **MONITORING AND EVALUATION**

The RSE Co-ordinators will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires/ response sheets/ needs assessment given to pupils, and/or by discussion with pupils, staff and parents. The results of the evaluation will be reported to these groups of interested parties and their suggestions sought for improvements. The Chair of Trustees will consider all such evaluations and suggestions before amending the policy. The Chair of Trustees remain ultimately responsible for this policy.