



RELATIONSHIPS AND SEX EDUCATION POLICY

2022-2023

1. Introduction

In this policy the governors and teachers of Darul Hadis Latifah, in partnership with pupils and their parents, 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. This policy has been created after consultation with students, parents, relevant staff members and school governors.

Dissemination

The policy will be made available to all members of the Governing Body and staff. Copies of the document will be available to all parents through the school's website and a copy is available in the school office. Details of the content of the RSE curriculum will also be published on the school's web site.

1.1 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"¹. This means that they should know what it means to be fully human, to be equipped to manage relationships so that they are healthy and successful and to be enabled to make moral decisions in conscience. The teaching of RSE will aid the development of their knowledge and understanding of themselves as sexual beings.

Our RSE curriculum will, "give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable them to know what a healthy relationship 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)."²

1.2 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

¹ 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

² 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

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.

1.3 Values and virtues

Our programme enshrines Islamic values 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.

2. Purposes

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school 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.

2.1 To develop in pupils, the following **attitudes and values**:

- 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;
- fidelity in relationships.

2.2 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, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

2.3 To **know and understand**:

- Islamic teaching on relationships and the nature and meaning of sexual love;
- 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;
- 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;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

3. Statutory guidance

3.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE guide)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Keeping children safe in education 2022
- Equality Act 2010 and schools

4. Equalities obligations

4.1 The Governing Body have wider responsibilities under the Equalities Act 2010 and will ensure that our school 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.

5. Roles and responsibilities

5.1 Governors

- draw up the RSE and Health Education 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. SEN, the ethos of the school and our Islamic beliefs;
- ensure that parents know of their right to withdraw their children from sex elements of the programme;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE and Health Education within PSHCE.

5.2 Headteacher

- The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, students, staff and other appropriate agencies.

5.3 PSHCE lead teacher

- The PSHCE lead teacher with the Headteacher has 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.

5.4 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 have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

6. Broad content of RSE and Health Education

6.1 Our RSE programme of studies will be in line with the DFE guidance.

6.2 The school is free to determine an age-appropriate, developmental programme of studies which meets the needs of young people and religious sensitivities and includes the statutory content outlined below.

6.2.1 Relationships and Sex Education Statutory Content

Families

By the end of secondary school, pupils should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to

couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.

- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to the raising of children.
- how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships

By the end of secondary school, pupils should know:

- the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the equality act 2010) and that everyone is unique and equal.

Online and media

By the end of secondary school, pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- that specifically sexually explicit material often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is against the law.
- how information and data is generated, collected, shared and used online.

Being safe

By the end of secondary school, pupils should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).

Intimate and sexual relationships, including sexual health

By the end of secondary school, pupils should know:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. Physical, emotional, mental, sexual and reproductive health and wellbeing.
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.

- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- how prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

6.2.2 Health Education Content

Mental wellbeing

By the end of secondary school, pupils should know:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary
- that happiness is linked to being connected to others
- how to recognise the early signs of mental wellbeing concerns
- common types of mental ill health, e.g. anxiety and depression
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

By the end of secondary school, pupils should know:

- the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online

- how to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness

By the end of secondary school, pupils should know:

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health
- About the science relating to blood, organ and stem cell donation.

Healthy eating

By the end of secondary school, pupils should know:

- How to maintain healthy eating and the links between a poor diet and health risks, including diabetes, tooth decay and cancer.

Drugs, alcohol and tobacco

By the end of secondary school, pupils should know:

- the facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions
- the law relating to the supply and possession of illegal substances
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
- the physical and psychological consequences of addiction, including alcohol dependency
- awareness of the dangers of drugs which are prescribed but still present serious health risks
- the facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

Health and prevention:

By the end of secondary school, pupils should know:

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection and about antibiotics
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist

- the benefits of regular self-examination and screening
- the facts and science relating to immunisation and vaccination
- the importance of sufficient good quality sleep for good health and how lack of sleep can affect weight, mood and ability to learn.

Basic First Aid

By the end of secondary school, pupils should know:

- basic treatments for common injuries
- life-saving skills, including how to administer CPR (year 8 onwards)
- The purpose of defibrillators and when one might be needed.

Changing adolescent body

By the end of secondary school, pupils should know:

- key facts about puberty, the changing adolescent body and menstrual wellbeing
- The main changes which take place in males and females, and the implications for emotional and physical health.

- 6.3 For details of when and where the content will be taught, refer to the PSHCE schemes of work and curriculum map.
- 6.4 Y7-8 will be taught age appropriate content via PSHCE subject.
- 6.5 Y9-Y11 will be taught age appropriate content via a series of workshop over three half terms.

7. Parents, carers and the right to withdraw

- 7.1 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.
- 7.2 We as a school, will therefore support parents and carers by providing material to be shared with their children at home.
- 7.3 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.
- 7.4 Parents will be consulted before this policy is ratified by the governors. They will be consulted at every stage of the development of the RSE and Health Education programme, as well as during the process of monitoring, review, and evaluation. They will be able to view the resources used by the school in the RSE programme.

- 7.5 Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE and Health Education programme to meet their child's needs.
- 7.6 Parents continue to have **the right to withdraw** their children from Sex Education except in those elements which are required by the National Curriculum Science orders.
- 7.7 Should parents wish to withdraw their children they are asked to notify the school by contacting the Headteacher.
- 7.8 The school will provide support by providing material for parents to help their children with their learning.
- 7.9 We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.
- 7.10 Please refer to the DfE guidance for further details on the right to be excused from sex education (commonly referred to as, 'the right to withdraw').

8. Responsibility for teaching the RSE programme:

- 8.1 Responsibility for the teaching of relationships and sex education programme lies with the following staff: The Science Department, RS Department, PE Department and PSHCE Department.
- 8.2 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.
- 8.3 They will be role models for pupils demonstrating good, healthy, wholesome relationships between each other, other adults and pupils.

9. Relationships to other curriculum subjects

9.1 The school seeks opportunities to draw links between RSE and Health Education and other curriculum subjects wherever possible to enhance students' learning.

9.2 RSE and Health Education will be linked to the following subjects:

- **PSHCE** – Students are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions
- **Science** – Students are taught about the main external parts of the body and changes to the human body as it grows, including puberty
- **English** – Students are taught the language they'll need to understand, express and describe what they are going through.

- **History** – Students are taught about the changes and advancements that have happened throughout history before progress was made to this stage. They are also taught to appreciate the struggles and sacrifices made for rights and equalities.
- **ICT and computing** – Students are taught about how they can keep themselves safe online and the different risks that they may face online as they get older
- **PE** – Students can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives. This also helps them in their mental health.
- **Islamic Studies** – Students will learn about the necessity of following laws and fulfilling rights with regards to the spouse, parents, children and the wider community. They will learn about the laws of puberty and how it impacts worship.

10. Balanced curriculum

- 10.1 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.
- 10.2 Pupils will receive clear scientific information and they will cover aspects of the law pertaining to RSE (forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality).
- 10.3 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.
- 10.4 We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.
- 10.5 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.

11. Inclusion and differentiated learning

- 11.1. We will ensure RSE and Health Education 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.
- 11.2. 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

12. Controversial and sensitive questions

- 12.1. The governors want to promote a healthy, positive atmosphere in which RSE and Health Education can take place.
- 12.2. They want to 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.
- 12.3. There may be sensitive or controversial issues raised by pupils when discussing certain topics in RSE and Health Education. These may be due to their own experiences or because of the values that they hold.
- 12.4. 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 and Health Education programme.
- 12.5. 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)

13. Supporting children and young people who are at risk

- 13.1. Children will need to feel safe and secure in the environment in which RSE and Health Education takes place.
- 13.2. 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.
- 13.3. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed.
- 13.4. 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 lead.

14. External visitors

- 14.1. Our school may call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE and Health Education.
- 14.2. Such visits will always compliment the current programme and never substitute or replace teacher led sessions.

- 14.3. All external visitors will be fully vetted and clearly informed about their role and responsibility whilst they are in school delivering a session.
- 14.4. All visitors will have to adhere to our partisan political views policy and complete an internal visit form and will be vetted before any visitors are authorised.
- 14.5. They will ensure that all teaching is rooted in Islamic principles and practice.

15. Confidentiality and advice

- 15.1 All governors, teachers, support staff, parents and pupils will be made aware of this policy, particularly as it relates to issues of advice and confidentiality.
- 15.2 All lessons 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.
- 15.3 Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the RSE and Health Education programme.
- 15.4 Teachers will always help pupils facing personal difficulties, in line with the school's safeguarding policy and will explain to pupils that they cannot offer unconditional confidentiality.

16. Monitoring and evaluation

- 16.1 The Headteacher and PSHCE teacher will monitor the provision of the various dimensions of the programme by:
- observing lessons
 - schemes of work
 - Book scrutiny and samples of pupils work
 - Lesson observation

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