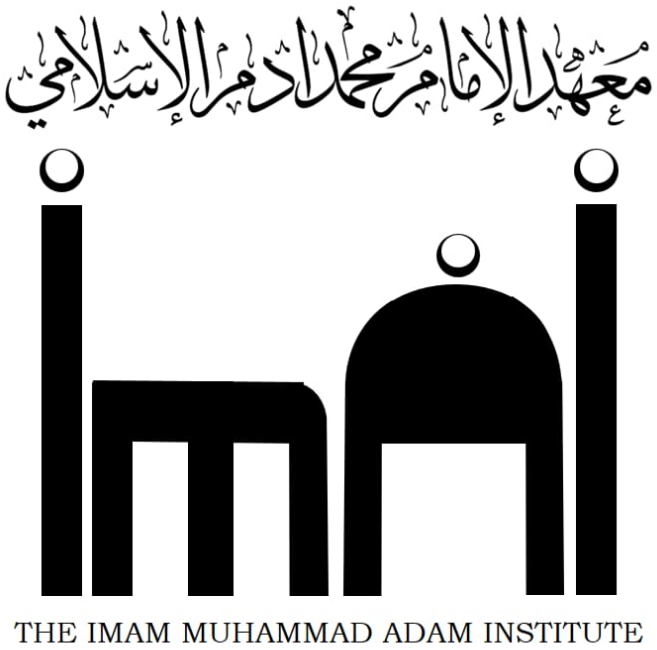

RSE policy

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What is RSE?

The term 'Relationships and Sex Education' also known as RSE is used in this policy rather than the term 'sex education'. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to the latest DfE guidance, RSE is:
'Lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'.

-DFE 'Sex and Relationships Guidance', 2000

Our policy aims to:

- Promote pupils' spiritual, moral, social, and cultural development and prepare all of them for the opportunities, responsibilities, and experiences of life with a healthy understanding so they can make effective use of that information
- support pupils in managing puberty and adolescence and prepare them for an adult life as young British Muslims in which they can:
    - Be aware of their own responsibilities towards becoming citizens.
    - Be aware of personal hygiene issues.
    - Develop positive values and a moral framework that will guide their decisions, judgements, and behaviour.
    - Have the confidence and self-esteem to value themselves and others.
    - Behave responsibly within personal relationships.
    - Have sufficient information about STIs including HIV.
    - Learn to neither exploit others nor be exploited.
    - Access confidential advice and support.
- Inform pupils about relationships, emotions, sex, sexuality, and sexual health.
- Protect themselves from abuse, exploitation, and STDIs.
- Respect, understanding and empathy towards others who may have diverse backgrounds, cultures, religions, sexuality, feelings, and views.

Why Should RSE be Taught?

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain healthy relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Studies have shown that the average teenager and pre-teen whether male or female, receive their RSE from the following sources in order of priority:

1. Friends (who may have a lot of misinformation)
2. Magazines (which include pornographic material)
3. TV and movies (including films with restricted age limits)
4. School and teachers (whether through science or PSHE)
5. Parents

To counteract these findings, our policy aims to teach our pupils about in a healthy manner as well as aim to clarify certain terms and clear up any misinformation pupils may have accumulated from other sources.

Effective RSE is essential if young Muslims are to make responsible and well-informed decisions about their lives. It helps support young people through their physical, emotional, and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Equal Opportunities:

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their needs. Our school's RSE programme responds to the needs of individual pupils and takes the cultures, beliefs, and family backgrounds of all pupils into consideration. Our policy strives to ensure that all pupils are treated fairly and that there is no discrimination or bullying on the grounds of gender, race, religion, colour, sexuality, language, culture, social circumstances, appearance, ability or disability.

A Whole School Approach:

A whole school approach will be adopted to RSE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding RSE. In particular:

- The RSE Co-ordinator and Senior Leadership Team (SLT) will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing.

- The RSE Co-ordinator and the SLT will maintain an over view of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet pupils' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

Responsibility for Teaching the Programme:

Teachers will be consulted about the school's approach to RSE and aided in their work by provision of resources, background information, support, and advice from experienced members of staff and access to appropriate training.

Responsibility for the teaching of RSE primarily lies with the following subject teachers; Religious Education, Science, PE, Citizenship and PSHE. 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.

Parents/Guardians have a legal right to view this policy and to have information about the school's RSE provision as well as access to support to provide RSE for their own children. The school's approach to RSE will encourage dialogue between parents/guardians and their children.

Outside agencies may be involved in inputting to RSE lessons and as points of referral as support services to pupils should the need arise.

Pupils have an entitlement to age and circumstance appropriate RSE and to pastoral support. They will be actively consulted about their RSE needs and their views will be central to developing the provision.

Subject content:

When designing the curriculum, great attention has been given to ensure the content is age appropriate and suitable for the year group being taught. The tables below show what is taught in each year group:

Primary:

Year	Families	Caring friendships and Respectful Relationships	Online and Media	Being Safe
5	**PSHE:** Lesson 5 People we love (Identify features of positive family life, understand how to access support if a relationship makes them feel unhappy or unsafe, different type of families and how to respect differences)	**PSHE:** Lesson 2 Together everyone achieves more Lesson 18 My body's right (Permission seeking and giving in relationships)	**Computer Science:** Unit 6 Digital Literacy When to trust the web (staying safe from spam and phishing)	**PSHE:** Lesson 4 Do the right thing (Developing the confidence to report concerns to the right people) Lesson 21 What are the risks?
6	**ISL:** Importance of good Akhlaaq (virtue and manners) towards your family	**PSHE:** Lesson 3 Its ok to disagree (managing conflict) Lesson 9 Aiming high (Stereotypes and the impact)	**PSHE:** Lesson 1: Just the way you are (how information and images on social can be misleading)	**PSHE:** Lesson 11 Choices and consequences (Making good choices to stay safe)

Secondary:

Year	Families	Respectful Relationships, including friendships	Online and Media	Being Safe	Intimate and Sexual Health
7	**PSHE:** 3.2 What is a healthy relationship? 9.2 What does family mean? 9.3 How can I contribute to family life?	**PSHE:** 3.1 What are different types of relationships 3.3 Communication Skills 9.5 Stereotypes 11.2 How do I work best with others? 11. Skills for working with others	**Computer Science:** Unit 6 How the web works	**PSHE:** 8.1 What do we mean by 'risk'? 8.2 How do we manage risky situations? 8.3 Being assertive and dealing with pressure 8.4 Bullying	**PSHE:** 2.2 What happens at puberty **Science** Biology Topic B- Sexual Reproduction in animals (Animal sexual reproduction, reproductive organs, Becoming pregnant, Gestation and birth)
8	**PSHE:** 9.6 Faith and Values (Family)	**PSHE:** 2.6 Why are friends important? 3.4 Is commitment important in relationships? 3.5 Abuse in relationships 9.8 What are my rights and responsibilities?	**PSHE:** 4.2 Pornography and Sexting	**PSHE:** 5.1 Drugs an introduction 5.2 Drugs and the law 5.3 The Impact of drug taking 8.8 First Aid and CPR	**PSHE:** 4.1 Choices around sex (Impact of alcohol in decision making/consent) 4.3 Sex and the law (sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, domestic abuse)
9	**ISL:** The importance of keeping kinship and the virtues of keeping healthy	**PSHE:** 10.2 How do I feel about difference? 10.3 How can we value each other	**PSHE:** 10.6 Hate crime and Radicalisation (cyberbullying)	**PSHE:** 5.3 Alcohol 5.4 Smoking 8.5 Gambling	**PSHE** 4.4 Conception, pregnancy and birth 4.5 What is

	family ties in Islam	10.4 What makes a successful community? 10. How can we challenge prejudice and discrimination?		8.6 Gangs and Knife Crime 8.7 FGM	Contraception? 4.6 What are STI's?
10	**Citizenship:** 1.3 Religious Understanding (Marriage and Civil Partnerships)	**Citizenship** 1.7 Respect and communities 1.9 Discrimination and the law 1.10 Developing Mutual Understanding	**Citizenship:** 4.10 What is the media? (how it informs or influences, pressures of social media)	**Science:** CB5b Spread of STI's and how this can be reduced or prevented	**Science:** B1 Overarching concepts in biology (Sexual Reproduction, pregnancy, genetics)
11	**Science:** Pregnancy Choices, abortion **ISL** Virtues of adopting Virtues of taking care of orphans	**Citizenship** 1.17 Rights with responsibilities	**Computer Science:** 6.1.2 Understanding the ethical impact of using technology (privacy, inclusion, professionalism) on society	**Science:** CB5b Impact of alcohol on liver diseases	**Science:** CB7 Animal co-ordination, control and homeostasis (Contraception, fertility, menopause)

Methodology and Resources

A wide range of teaching methods will be used that enable pupils to actively participate in their own learning. This includes the use of quizzes, case studies, research, presentation, small group participation and discussion.

Teaching is conducted in a safe learning environment using ground rules and distancing techniques so that pupils are not 'put on the spot' or expected to discuss their own personal issues in class. Teaching resources are selected based on their appropriateness to pupils.

Answering pupils' questions

The school believes that pupils should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a pupil may ask a particularly explicit, difficult, or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing clear ground rules with pupils and by taking an approach that encourages pupils to be mature and sensible.

If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the pupil who asked it. If a question is too personal, teachers will remind pupils about the ground rules and if necessary, point out appropriate sources of support and refer them to a senior member of staff.

If a teacher is concerned that a pupil is at risk of abuse, they will follow the school's child protection procedures. All staff are advised to seek the support and advice of the SLT in all sensitive matters.

How staff should deal with explicit questions and what language is considered appropriate

Staff should:

- Answer questions asked in terms of etiquette
- Answer only those questions that relate directly to the agreed programme/ lesson
- To make it clear, through ground rules, that no pupil should ask personal questions and that good practice always be upheld, for example; pupils should be encouraged to use the appropriate terminology for parts of the body.
- Be prepared to modify the programme if a certain question recurs (perhaps because of media coverage)
- Make provision for sensitive questions to be answered individually, as they arise, outside the planned programme with appropriate members of staff
- Tell pupils that their question will be answered in a later part of the RSE class depending on the appropriateness of the question.
- Use the correct terms for all body parts as this is deemed good practice.
- Teach pupils what 'slang' words mean and that some are offensive.
- Avoid the use of any slang or derogatory language.

Monitoring and evaluation

The programme will be regularly evaluated by the RSE coordinator. The views of pupils and teachers who deliver the programme, will be used to make changes and improvements to the programme on an on-going basis.

The nature of the support available for pupils

The school takes its role in the promotion of pupils' welfare seriously. Staff endeavour to make themselves approachable, and will refer pupils to the pastoral support team where relevant. The team offer a listening ear and, where appropriate, information and advice.

Confidentiality and informing parents/carers

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures about abuse are made. It is exceedingly rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make careful judgements about whether a third party needs to be informed.

This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity, and competence to make their own decisions.

- Where a pupil would benefit from the involvement of a third party, staff should seek the consent of the pupil to do so. If appropriate, staff might also inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

Dealing with bullying

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance, and other sex/relationships issues. The school takes the issue of bullying very seriously. This is reflected in the school's Anti- Bullying policy. Staff will challenge and deal sensitively with any evidence of bullying. Pupils will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to pupils who complain of bullying.
The RSE and PSHE programmes will consider bullying based on sexism, homophobia, appearance, and other sex/relationships issues.

Right to withdraw

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. Should parents wish to withdraw their children they are asked to notify the school by contacting the Principal. The school 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.

Primary:

• All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals

• At our school, we do not teach primary pupils sex education beyond what is required of the science curriculum. Therefore, parents cannot withdraw pupils from these statutory lessons.

Secondary:

• Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE.

• Parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

• Requests to withdraw a child from sex education will be made in writing to the Principal.

• Before granting a withdrawal request, the Principal will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and

purpose of the curriculum.

• The Principal will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.

• All discussions with parents will be documented. These records will be kept securely in the school.

• Pupils who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.