

AL-SADIQ SCHOOL

**RELATIONSHIPS, SEX AND HEALTH
EDUCATION (RSHE) POLICY**

To be read in conjunction with PSHE Policy

2022/23

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TABLE OF CONTENTS

1. INTRODUCTION	4
I. POLICY CONSULTATION.....	4
II. RSHE DEFINITION.....	4
III. POLICY AIMS AND RATIONALE	5
IV. MISSION STATEMENT	6
2. CURRICULUM SUMMARY	6
I. INTENT.....	6
II. IMPLEMENTATION.....	7
III. IMPACT	7
3. OBJECTIVES.....	7
II. KNOWLEDGE AND UNDERSTANDING	9
III. PERSONAL AND SOCIAL SKILLS.....	9
IV. INCLUSION AND DIFFERENTIATED LEARNING	9
V. EQUALITIES OBLIGATIONS.....	9
4. CONTENT OF RSHE	10
5. SMSC VOTES FOR SCHOOLS	11
I. BALANCED PROGRAMME	12
II. PARENTS AND CARERS	12
III. EXTERNAL VISITORS	12
IV. CHILDREN'S QUESTIONS.....	13
V. CONTROVERSIAL OR SENSITIVE ISSUES	13
VI. SEXUAL IDENTITY AND SEXUAL ORIENTATION	14
6. ROLES AND RESPONSIBILITIES	14
7. SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK 15	
I. CONFIDENTIALITY AND ADVICE.....	15
II. MONITORING AND EVALUATION.....	15
III. PARENTAL RIGHTS TO WITHDRAW THEIR CHILDREN	16
ANNEX A; VALUES AND VIRTUES	18
ANNEX B; RSHE CURRICULUM RESOURCE	22
PRIMARY RELATIONSHIPS EDUCATION	22
SECONDARY.....	24
ANNEX C; ABRAHAMIC COMMENTARY.....	28
ANNEX D THE THEMATIC MODEL	29

1. INTRODUCTION

This Policy has been developed in accordance with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 as highlighted in Relationships Education, Relationships, Sex and Health Education (RSHE) and Health Education Statutory guidance – 2019. The Proprietors of Al-Sadiq school take seriously their responsibility under section 157 of the 'Education Act of 2002' to promote the welfare of children, and in consultation with teachers, pupils and their parents/ carers, set out their intentions, rationale for and approach within this Relationships, Sex and Health Education (RSHE) policy.

Our Relationships, Sex and Health Education (RSHE) programme promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

i. Policy Consultation

- Pupil focus groups / school council,
- Questionnaires to parents / carers,
- Review of RSHE curriculum content with staff and pupils,
- Consultation with wider school community,
- Consultation with the proprietor board of trustees.

ii. RSHE Definition

The DfE guidance defines RSHE, Relationship, Sex and Health Education as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DfE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”. The skills and knowledge are appropriate to their age, understanding and development to enable them to make responsible decisions about their relationships, sexual health and well-being.

iii. **Policy Aims and Rationale**

Our Islamic beliefs about Allah and the belief in the unique dignity of the human person with the potential to inculcate the attributes of God underpins the approach to all education in an Islamic school. Our approach to RSHE therefore is rooted in Islam's teaching of the human person and presented in a positive framework of Islamic ideals. At the heart of the Islamic life is the fundamental respect for every human being regardless of his or her sexual orientation race or belief. Islam is a religion of love and peace as such embraces all people and all creations. Subsequently, anything that demeans or degrades or humiliates any human being is fundamentally against Islamic values. All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

The RSHE curriculum protects, informs and nurtures all pupils and it clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values which this is taught within a moral framework and from an Islamic perspective. There is a need for guidance based on the recognition of young lesbian, gay, bisexual and transgender (LGBT+) students to whom we have a duty of care and it is a priority for our school to care about the wellbeing of its pupils. While there maybe such students thriving in schools, there are many others who endure deep unhappiness and distress due to the mistreatment and hurt they experience. The Head teachers and teachers feel an urgent responsibility to put in place effective measures to prevent the harmful effects of bullying, name-calling and insensitivity. There is also a need to provide appropriate pastoral support to those who seek it, all within the parameters of Islamic values. (see Annex A)

Islamically, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSHE, therefore, will be placed firmly within the context of relationship, as it is there that sexuality grows and develops. RSHE is firmly embedded in the PSCE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. All RSHE will be in accordance with the Islam's moral teaching. It will emphasise the central importance of Islamically approved marriage, whilst also acknowledging the British law concerning and the resulting family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

iv. **Mission Statement**

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education. Furthermore, our school's 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 sexual education which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in an Islamic vision of education and the human person.

The Islamic teaching on relationships are in accordance to the Quran verse: 'O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted.' (Q.49:13). This verse highlights that God has made us different for recognition, and that righteousness is overcoming any differences and building relationships with respect.

2. CURRICULUM SUMMARY

i. Intent

RSHE, gives pupils the knowledge, skills and attributes they need to keep themselves healthy, safe and prepare them for life and work in modern Britain. Alongside developing the attributes, they need to manage their lives now and in the future.

The RSHE programme will through an Islamic perspective embrace the challenges of creating happy and successful young adults, students will acquire the knowledge that will enable them to make informed decisions about their own and others wellbeing, health and relationships and to build their self-efficacy. Students will also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. This subject can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age appropriate teaching of this subject will help prepare students for the opportunities, responsibilities and experiences of adult life. It will also promote the spiritual, moral, social and cultural, mental and physical development of pupils, at school and in society. The programme will help students to interact properly with their teachers and fellow students, turning their classroom into a better learning environment.

ii. **Implementation**

The RSHE programme is delivered in tutor time in the Votes for Schools lessons, PSHE lessons, Religious Studies, Computer Science, Science and Biology.

The Votes for Schools programme ensures that the curriculum promoted life skills and current affairs through tutor time sessions as well as assemblies. SMSC constitutes a weekly theme through these lessons in the tutor time.

The RSHE programme will utilise resources that have been approved by the PSHE Association in PSHE.

PSHE/RSHE Drop Down Days include three themes in each term: Mental Health and Well Being, Living in the Wider World and Relationships.

iii. **Impact**

Students will use dialogue and debate to explore questions that will develop knowledge and understanding of the topics. Concept maps, posters and role plays will be carried out in the various topics.

3. **OBJECTIVES**

i. **Attitudes and Virtues**

To develop the following attitudes and virtues:

- To clarify/reinforce existing knowledge;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To understand the importance of safe and stable relationships that promote respect, love and care;
- To help pupils develop skills (language, decision making, choice, assertiveness, resilience) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to relevant information and support;
- To develop skills for a healthier, safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To develop resilience and positivity when responding to influences that may affect body image;
- To reinforce and develop pupils' understanding of how to stay safe online;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood;

- To accept diversity and differences and the importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender.
- To prepare students to be positive, active citizens in modern Britain.
- Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols.
- To place an emphasis on enabling students to develop to develop skills, knowledge, understanding, language and confidence to seek help as needed for themselves others.
- To respond to the needs of pupils and parents/carers by providing accurate knowledge of sexual matters at a level suitable to children's age and understanding and to dispel myths and rumour.
- Reverence for the gift of human sexuality and fertility,
- Respect for the dignity of every human being – in their own person and in the person of others,
- Responsibility for their own actions
- Recognising and valuing their own sexual identity and that of others,
- Celebrating the gift of life-long, self-giving love,
- Recognising the importance of marriage and family life; Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance that different families have different approaches,
- Making sound judgments and good choices which have integrity and which are respectful of the individual's commitments,
- Loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying,
- Managing conflict positively, 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; Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment,
- Building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so 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.

There are further values and virtues listed in Annex A.

ii. Knowledge and Understanding

To know and understand:

- Islam's teaching on relationships and the nature and meaning of sexual love,
- Islam's 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.

iii. Personal and Social Skills

Learning to manage emotions and relationships confidently and sensitively by:

- Developing self-respect and empathy for others,
- Learning to make choices with an absence of prejudice,
- Developing an appreciation of the consequences of choices made,
- Managing conflict,
- Empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

iv. Inclusion and Differentiated Learning

We will ensure RSHE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture 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.

v. Equalities Obligations

The Proprietor has wider responsibilities under the Equalities Act 2010 and the 'Public Sector Equality Duty' (DfE 2014) and will ensure that our school strives

to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation.

4. CONTENT OF RSHE

There are three aspects of RSHE - attitudes and values, knowledge and understanding, and personal and social skills. These will be provided in three inter-related ways: the ethos dimension, SMSC and using an Abrahamic commentary on the RSHE guidance (see Annex C); a specific Relationships, Sex and Health Education curriculum delivered through PSCHE and a cross-curricular dimension through the subjects of: RS, Science and Biology lessons at KS3 and KS4 as Computer Studies. The Thematic model (Annex D) illustrates the topics delivered through the PSCHE lessons and Drop Down Days. Drop Down Days which will cover aspects of the RSHE curriculum where external speakers will also be occasionally invited as well. Being a member of the PHSE Association enables us to a variety of resources that have been quality assured by them. Resources are also available from the Association of Muslim Schools will also be used which are based on four Es- Engagement, Explanation, Exploration and Elaboration.

PSCHE Personal, Social, Citizenship and Health Education (PSCHE): helps to give students across Years 7-11 the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It is here that students will learn about Bullying, Citizenship, Drug Education, Healthy Eating and Lifestyle, Mental and Emotional Health, Wellbeing, and Sex and Relationships. Through the delivery of PSCHE students are taught about the dangers of various types of behaviours as well as risks involved in such behaviour.

Religious Education/Religious Studies/Religions and Worldviews: The very nature of the subject lends itself to the spiritual dimension of humanity. RSHE is taught within the context of Islamic teaching about the dignity of the human person and the significance of relationships in the development of the human person.

Science: Across Years 7-11 the following topics are taught: Reproductive structure, Human reproduction, Genetic engineering, Embryonic stem cell research and Menstrual hormones.

The delivery of RSHE will affirm the Islamic teachings whilst recognising that students need to be aware of different attitudes.

The help of outside speakers, who are in support of the Islamic ethos of the School, will be sought to support the programme and will be invited to complement the School's teaching with their professional perspectives.

Computer Studies: Online safety and the impact of online bullying will be studied as well as the similarities and differences between the online world and the physical world. The law regarding sharing images will be studied as well as the explicit materials which distort the way people see themselves.

5. SMSC VOTES FOR SCHOOLS

- Our programme of Votes for Schools will cover the programme and provide resources and an outline is in Annex B.
- Teaching strategies will include lessons from Votes for Schools, which will also provide opportunities for discussion.
- Form Tutors work closely with their pupils over a number of years and are usually the best people to work with students on many of the RSHE topics as they are aware of each student's individual circumstances.
- RSHE lessons are set within the wider context of the PSCHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.
- Staff in the science department delivers the Science National Curriculum. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of nurturing, loving relationships is not forgotten.
- The PSCHE Programme and Science National Curriculum is taught in every year.
- Learning about RSHE in PSCHE classes will link to/complement learning in those areas identified in the RSHE.
- Assessment is carried out by teachers, pupils, and peer assessment of knowledge and understanding, interpersonal skills, and attitudes on a regular basis, SLT will assess and review the effectiveness of the RSHE policy annually.
- We recognise that SEND children will require extra help and resources to fulfil their individual needs which could range from aspects such as processing and understanding, physical or sensory difficulties, emotional and behavioural difficulties, speech and language difficulties or social skills. It is because of our commitment to ensuring that learning and progress are the priority for all children, we endeavour to cater for all children with the best of our ability.

- Students will be assessed through questioning, self-reflection, book marking of mind maps using different colours, photos and feedback. The PSCHE teachers will hold the responsibility of this.

i. Balanced Programme

Whilst promoting Islamic values and virtues and teaching in accordance with Islamic teaching, we will ensure that pupils are offered a balanced programme by offering a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSHE (in secondary schools relating to 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 teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

ii. Parents and Carers

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As an Islamic school, we provide the principal means by which Islam assists parents/ carers in educating their children. Parents/carers will be informed by letter when the more sensitive aspects of RSHE will be covered in order that they can be prepared to talk and answer questions about their children's learning. Parents/ Carers must be consulted before this policy is ratified by the Proprietor. They have been consulted at the development of the RSHE programme. They will be able to view the resources used by the school in the RSHE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSHE programme to meet their child's needs. Parents/ Carers have the right to withdraw their children from some or all of sex education delivered as part of statutory RSHE; this does not include those elements which are required by the National Curriculum science orders. Should parents/ carers wish to withdraw their children they are asked to notify the school by contacting the Head Teacher and submitting a request in writing. However, we strongly believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

iii. External Visitors

Our school will occasionally call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and

responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of conduct. Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Islamic principles and practice. All staff will be involved in developing the attitudes and values aspect of the RSHE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

iv. Children's Questions

The Proprietor of Al-Sadiq school wants to promote a healthy, positive atmosphere in which RSHE can take place. 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. Any RSHE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time. Where disclosures or questions are made of a sensitive nature the Form Tutor will seek advice from the imam of the Khoei Centre and there will be the use of question boxes where children can ask questions anonymously.

v. Controversial or Sensitive issues

There will always be sensitive or controversial issues in the field of RSHE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of Islam. The Proprietor believes that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSHE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. There are families in society that come in all shapes and sizes, multiracial multi-faith successive partners and same sex families. Every human being is worthy of respect and people in such relationships should not be criticised. Some questions may raise issues, which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions that may be indication of abuse will be dealt with with-in the safeguarding policy of the school.

We aim to deal sensitively and honestly with issues of sexual orientation and answer appropriate questions.

vi. **Sexual Identity and Sexual Orientation**

Sexual orientation is a personal matter and the School will work with pupils and parents should any issues arise.

6. **ROLES AND RESPONSIBILITIES**

Responsibility for the specific Relationships, Sex and Health Education programme lies with the Head Teacher and Head of Religious Education, RSHE, SMSC, PSCHE, Computer Studies and Science. However, all staff will be involved in developing the attitudes and values aspect of the RSHE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

- Head Teacher
 - Draw up the RSHE 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; Establish a link 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 RSHE within PSCHE;
 - The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Proprietor and parents.
- RSHE Co-ordinator
 - The co-ordinator with the Head Teacher 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 RSHE.
- All Staff
 - RSHE 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 RSHE in accordance with the Islamic Ethos of the school. Appropriate training will be made available for all staff teaching RSHE;
- All staff should be aware of this policy and all staff should be aware of how it relates to their subject.

7. SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will also need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE 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 senior member of staff responsible.

i. Confidentiality and Advice

The Proprietors of Al-Sadiq school, all teachers, all support staff, all parents/carers and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSHE 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 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, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken.

ii. Monitoring and Evaluation

The SLT and RSHE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans and samples of pupils work at regular intervals. The programme will be evaluated annually by means of discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. The Proprietor will consider all such evaluations and suggestions before amending the policy. The Head Teacher remains ultimately responsible for the policy.

iii. **Parental rights to withdraw their children**

Parents have the right to withdraw their children from all, or part of Sex Education curriculum, except for those parts included within the National Curriculum for Science, which are statutory. We believe that the controlled, Islamic environment of the classroom is the safest place for this curriculum to be followed.

Parents are also informed that the PSCHE curriculum is an essential vehicle in supporting a school's statutory duty to:

- Safeguard and promote the welfare of their children,
- Advance the 2010 Equality Act,
- Encourage the spiritual, moral, social and cultural development of pupils,
- Foster British values, and
- Prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.
- Also to understand those who come from different religious, ethnic and cultural backgrounds from them.

Children cannot be withdrawn from Health Education or the Relationships Education element of Relationships, Sex and Health Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe. However, those parents/carers wishing to exercise the right to withdraw their child from part or all of sex education are invited to write to the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school is required to make arrangements to provide the child with sex education during one of those terms.

Once a child has been withdrawn they cannot take part in the sex education aspects of the PSCHE programme until the request for withdrawal has been removed. It is then the responsibility of the parents/carers to deliver the content

of the PSCHE to their child as they see fit. Information and support materials are available for parents/carers to use.

Annex A; 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 responding to the God's call to love others 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, mercy and compassion.

Islam is not only concerned with the spiritual upliftment of human beings, it is equally concerned about their material and physical well-being. Islam guides its followers in the moral and personal spheres of human life. In these matters, Islam has specific guidelines around hygiene, dress codes and also marriage. The Islamic laws of marriage do not stop at how to marry and whom to marry, they also address the sexual morality of human beings. This sexual morality has been discussed in the Qur'an and by the Prophet and his Ahlu'l-bayt very thoroughly and openly. The shari'ah has specific guidelines about sex as well, so if a Muslim wants to follow Islam fully, then he or she must know the sexual morality of Islam, just as he or she must learn how to perform the daily prayers.

The Shi'a tradition gives a high place to reason. Our students have been taught to reason things out and seek the rational argument behind things and to help them to see that they 'make sense', are for their holistic welfare, and are not just rules imposed on people.

RSHE is not just a question of accountability for the use of their sexual organs, but much more importantly about helping them to understand their sexual urges, desires and awakening so that they can learn to control their feelings rather than just how they use their organs.

The exploration of human sexuality and relationships is an important element of Islamic spirituality. At the heart of the Islamic system is that our spirituality is integrated into every aspect of human life; we are not to be monks in hermitages to attain spiritual refinement, but we are to marry and engage with the world to find our spirituality in the everyday affairs of human living. In Islam there is an integrated spirituality expressed in our sexuality and relationships.

Think of the spirituality of cooking; one takes the basic ingredients and combines them with art and love to transform the 'mundane' into something spiritual. The sexual activities between husband and wife is an expression of that sublime love that God has for us in giving us life and sustaining us, an expression of the selflessness of God in the act of self-giving, and an expression of the infinite mercy of God.

Islam emphasises the importance of puberty, because that is when a person becomes responsible for his or her actions. The aim of sex education at this level should be to help them in understanding that they are responsible and accountable for using their sexual organs.

There is also the virtue of chastity and abstinence until the time of marriage.

Islam recognises the sexual needs of human beings and believes that these natural instincts should be nurtured. The biological parts of our body have a purpose; they have not been created uselessly. Islam has very highly recommended marriage as a good deed and that marriage is not a hindrance in spiritual wayfaring, on the contrary it helps the wayfarer.

Marriage is Highly Recommended

Marriage is a highly recommended deed. Allah says,

"Marry the spouseless among you...if they are poor, God will enrich them of His bounty." (Qur'an 24:32)

"When they [i.e., the wives] have cleansed themselves [after menstruation], you go into them as Allah has commanded." (2:222)

Marriage and sex are among the signs of God's power and blessings. The Qur'an says,

"And among His signs is that He has created for you spouses from among yourselves so that you may live in tranquillity with them; and He has created love and mercy between you. Verily, in that are signs for those who reflect." (30:21)

From these few verses of the Qur'an, one can easily understand that according to Islam: (a) marriage is a sign of God's power and blessings; (b) marriage is a highly recommended act of virtue which should not be avoided because of poverty; (c) sexual urge is a creative command of God placed in human nature. The Prophet said, "O you young men! I recommend marriage to you." The Prophet said, "One who marries has already guarded half of his faith, therefore he should strive to secure the other half." Imam 'Ali said, "Marry, because marriage is the tradition of the Prophet."

These quotations from the Qur'an and the sayings of the Prophet and the Imams of Ahlu'l-bayt show that the Islamic view on sex and marriage is in complete harmony with human nature.

Islamic values are human values, they are to ennoble and elevate the human being. Islamic values make a person a dignified human being, therefore amongst those who become a positive part of the fabric of British society.

Islam is welcoming and our school respects and accommodates pupils not only from a diversity of Muslim backgrounds, but also from other faiths and those of no faith, who wish to avail themselves of the quality of education that we offer.

Islam commands us via the Quran in Surah Israh ayat 70 that all mankind are one, and the hadith and teachings of the Imams all support these positions on inclusion.

3.64. Say (to them, O Messenger): "O People of the Book, come to a word common between us and you, that we worship none but God, and associate none as partner with Him, and that none of us take others for Lords, apart from God. " If they (still) turn away, then say: "Bear witness that we are Muslims (submitted to Him exclusively). "

Chapter 7 of the Quran called "The Heights" verse 172: And (remember) when thy Lord brought forth from the Children of Adam, from their reins, their seed, and made them testify of themselves, (saying): Am I not your Lord? They said: Yea, verily. We testify. (That was) lest ye should say at the Day of Resurrection: Lo! of this we were unaware.

Imam Ali stated that, "Every human being is either your brother in faith, or your equal in humanity."

In Islam we oppose bullying, there must be a basic respect for anyone we interact with. God has created us for His Divine goals. Therefore, we as Muslims must fundamentally and equally respect absolutely every human being, regardless of their faith or whatever their disposition might be. Therefore, anything that demeans or degrades or humiliates any human being is fundamentally against Islamic values.

We also recognise that we live in a very diverse society, in which different people have different values and different ways of life. This does not detract from their absolute fundamental dignity as human beings. Therefore, we must make our schools places with zero tolerance of any speech or action that promotes hatred, humiliation or devalues any pupil, teacher, co-worker, parent or member of the extended family. There must be zero tolerance of language that degrades any human being on the basis of their lifestyle or sexual orientation.

Our policies must be such as to welcome, strengthen and support any young person who is struggling to come to terms with their own developing sexuality. The Islamic position on the question of homosexuality differentiates between acts and what is often referred to today as a disposition or inclination.

There are families in society with many different characteristics: multiracial and multifaith families, those with new partners and children from earlier marriages, and also same-sex families. The existence of such does not necessarily make them Islamically permissible but nevertheless, they exist and the people in them are worthy of respect for their humanity. There may also be members of families who have had gender reassignment surgery. Some Muslim Shi'a scholars would accept a surgical intervention for a mature adult who feels themselves to be of a different gender to the physical body in which they were born. They all have the right that their human dignity should be respected, and to be protected from discriminatory language and attitudes.

Annex B; RSHE Curriculum Resource

Resources will be used produced by the PHSE Association (See Annex D-The Thematic model) and Votes for Schools.

Primary Relationships education

How Votes for Schools supports these topics:

(1) Families and people who care for me

A sex education programme tailored to the age, and physical and emotional maturity of the pupils. Lessons gives children the opportunity to discuss different relationships in a safe setting, including protection vs agency in a parent-child relationship. When sensitive issues are covered, our lessons signpost children to places they can go and people they can talk to if they are worried about anything, e.g. Childline. Lessons are carefully created to ensure a wide variety of families, such as single parent families, families with LGBT+ parents, families of different races and religions, are represented.

(2) Caring Friendships

The qualities of a good friend through lessons that encourage listening to those with different opinions, empathising with others and respecting differences. By discussing different factors that make someone vulnerable, pupils are encouraged to look out for others in their community.

Lessons use scenario-based activities to help pupils discuss when and why things make them feel unhappy, uncomfortable or unsafe. Pupils are encouraged to put themselves in others' shoes and develop empathy.

Through Votes for Schools lessons, pupils are encouraged to speak up and have a voice both on issues that are important to them, but also when something is worrying or negatively affecting them. Lessons are often focused on a protected characteristic (from the Equality Act 2010) and emphasise that the law is there to protect people. Through this, we are modelling inclusion and equality.

(3) Respectful relationships

Lessons are designed with the empowerment of children and young people in mind, with them beginning to self-safeguard and use their voice as a means of speaking out if they feel hurt, threatened or worried.

Debating topical issues each week helps pupils develop respect for each other's' views, even when these are different from their own.

Resources promote inclusion by exploring topics such as discrimination, stereotyping and hate crime. By directly addressing topics around equality, such as racism, homophobia and sexism, as well as topics directly linked to extremism, pupils learn to respectfully challenge views held by other influences in their lives. Lessons give pupils a safe space to discuss the implications of hurtful language and actions, encouraging them to empathise with others and look at life from different perspectives. Through a weekly vote, pupils learn that others (including their friends) may not share the same opinion, but that this difference is OK.

(4) Online relationships

Votes for Schools encourages pupils to be critical of what they see and to take a cautious approach to information that is not from a reputable or reliable source, whether online or in real life. By looking at both sides of a debate, pupils learn to be critical thinkers and challenge their own opinions. They can apply this skill to the online world. Lessons follow the news and focus on issues to do with the internet and social media that we see as relevant to young people. In doing so, pupils are offered a safe space to discuss emerging and current issues that impact their lives. Wherever relevant, our resources draw examples from apps and games that we know are popular with young people, to make the lessons engaging for pupils and relevant to their lives. Through scenario-based activities, pupils are encouraged to explore the impact of risky behaviour, both in real life and online.

(5) Being safe

Through discussing topical issues that are pertinent to young people in an age-appropriate and sensitive way - like knife crime, radicalisation and county line drug dealing - pupils are given a safe space to talk about how they can keep each other and themselves safe. Weekly voting platform gives pupils a chance to be heard beyond the school gates. This is a powerful self-safeguarding tool that can help keep them safe both now and in the future. When sensitive issues are covered, our lessons signpost children to places they can go or people they can talk to if they are worried about anything, e.g. Childline. Lessons encourage pupils to be critical thinkers, a skill which can help keep them safe by ensuring they question what they see. Lessons equip pupils with knowledge of local, national and global issues, as well as with the technical vocabulary needed to be able to have informed discussions and report concerns they may have with confidence.

Secondary

How Votes for Schools supports these topics:

Relationships & Sex Education: (1) Families

- Every VfS lesson is aligned to two rights of the child from the UNCRC, reinforcing that adults have a responsibility to ensure children's rights are fully protected.
- Lessons give children the opportunity to discuss different relationships in a safe setting, and some issues of tension that can arise in specific relationships, e.g. protection vs agency in a parent-child relationship.
- When sensitive issues are covered, our lessons signpost students to organisations and people they can go to for further advice, guidance or support.
- Through discussions on discrimination, stereotyping and human rights, students learn how the law can serve to protect people, and the implications if the law is broken.
- By being exposed to a range of diverse views and opinions each week, students learn to respectfully disagree and form their own opinion. They develop their confidence in coming to their own judgement which also helps to keep them safe.
- Through a weekly vote, students learn that difference is to be respected, and that it is OK to disagree with someone.
- Families come in kinds. There are families in society that come in all shapes and sizes, multiracial multi-faith successive partners and same sex families.
- Examples include:
 - 1: Should parents bring up boys and girls in the same way?
 - 2: Should smacking your child be illegal?
 - 3: Should the UK increase the age of marriage to 18?
 - 4: Should parents be able to design their babies?

Relationships & Sex Education: (2) Respectful relationships including friendships

- Our lessons promote respect by getting students to listen to those with different opinions, empathise with others and be exposed to different perspectives, stories, cultures etc.
- Our resources promote equality and inclusion by exploring topics such as discrimination, stereotyping and hate crime. Sensitive issues like racism, homophobia, sexism and extremism are covered in a safe and age-appropriate way to help students challenge views held by other influences in their lives.
- Our lessons are often based around a protected characteristic and emphasise that the law is there to protect people. Through this, students learn that they

- have rights but also responsibilities.
- Students discuss different types of bullying and unacceptable behaviour through scenario-based activities that allow them to explore the impact of actions and words on others.
- Through VfS lessons, students are encouraged to speak up and have a voice both on issues that are important to them, but also when something is worrying or negatively affecting them.
- Examples include:
 - 1: Is it your job to speak up against racism?
 - 2: Would you go to a school run by students?
 - 3: Should all toilets be gender neutral?
 - 4: Should student councils decide how to deal with bullying?
 - 5: Are adults setting a bad example when it comes to bullying?

Relationships & Sex Education: (3) Online and media

- VfS encourages students to be critical of what they see and to take a cautious approach to information that is not from a reputable or reliable source. This will help them online and in real life.
- By looking at both sides of a debate, students learn to be critical and challenge their own opinions. This can help them to stay safe online. It might, for example, help them to spot 'fake news'.
- Our lessons follow the news and focus on issues to do with the internet and social media that are directly relevant to young people. In doing so, students are given a safe space to discuss and seek support on issues that impact their lives.
- Wherever relevant, our resources draw examples from apps and games that we know are popular with young people, to make the lessons engaging for students and relevant to their lives.
- Through scenario-based activities, students are encouraged to explore the impact of risky behaviour, both in real life and online.
- Where relevant, our lessons inform students of the law in relation to the internet, so they can ensure they know their rights and responsibilities.

Examples include:

- 1: Do anonymous apps make bullying worse?
- 2: Do we treat strangers differently online than in real life?
- 3: Have you ever read the 'terms and conditions'?
- 4: Is screen time bad for your mental health?
- 5: Should junk food ads be banned?

Relationships & Sex Education: (4) Being safe

- Through discussing topical issues that are pertinent to young people – such as knife crime, radicalisation and county line drug dealing - in an age-appropriate

and sensitive way, students are given a safe space to talk about how they can keep each other and themselves safe.

- Our weekly voting platform gives students a chance to be heard beyond the school gates. This is a powerful self-safeguarding tool as it encourages students to 'speak out', keeping them safe both now and in the future.
- When sensitive issues are covered, our lessons signpost children to places or people they can go if they are worried about anything, e.g. Childline.
- Our lessons encourage students to be critical thinkers, and question information they are given, a skill which can help counter powerful negative influences both online and in real life.
- Our lessons equip students with knowledge of pressing local, national and global issues as well as the technical vocabulary to be able to have informed discussions and report concerns with confidence.
- Examples include:
 - 1: Should teens involved in county lines be classed as criminals?
 - 2: Can you help to tackle extremism?
 - 3: Has the fall in police numbers caused a rise in violent crime?
 - 4: Would you like the police to spend more time at your school?
 - 5: Should the UK increase the age of marriage to 18?


Relationships & Sex Education: (5) Intimate & sexual relationships, including sexual health

- 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. Religious Education -Years 10 and 11 Thematic studies –Families and Relationships
- 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 is taught in Religious Studies.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women is taught in GCSE Biology/Trilogy in Year 11
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. PSCHE
- That they have a choice to delay sex or to enjoy intimacy without sex is taught in Religious Studies in Years 10 and 11 and especially in Thematic studies – Families and Relationships.
- The facts about the full range of contraceptive choices, efficacy and options available is taught in GCSE Biology/Trilogy in year 11.
- The facts around pregnancy including miscarriage are taught in Year 9 in the topic in Science called Human Reproduction.
- That there are choices in relation to pregnancy (with medically and legally

accurate, impartial information on all options, including keeping the baby, adoption and abortion) is taught in GCSE Biology/Trilogy in Year 11.

- 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 are taught in GCSE Biology/Trilogy in Year 11.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment is taught in GCSE Biology/Trilogy in Year 11.
- How the use of alcohol and drugs can lead to risky sexual behaviour is taught in Science and Religious Studies in Year 8
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment are taught in Religious Studies in Years 10 and 11 in Thematic studies in Families and Relationships.

Alternative resources:

- Do SRE is a suite of free online resources designed to support the teaching of RSHE in schools. (<https://www.dosreforschools.com/>)
- The Sex Education Forum has lots of free teaching materials on these topics. (www.sexeducationforum.org.uk/resources/teaching-resources)
- Rise Above is a website from Public Health England where  students can find inspiring and useful stories, videos, games and advice. It includes issues around drug and alcohol use, Relationships, Sex and Health Education, body image, emotional health and wellbeing. (<https://riseabove.org.uk/>)
- Charity Barnados have free resources on child sexual exploitation and healthy relationships. (<https://www.barnardosrealloverocks.org.uk/>)
- For further resources on this topic, visit the PSHE Association's website, where you can search for resources. (www.pshe-association.org.uk/)

Annex C; Abrahamic Commentary

Here is the resource: <https://www.reonline.org.uk/leadership/resource-of-the-month/>

Annex D The Thematic Model

Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world	
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt and the impact of advertising on financial choices	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Exploring influence The influence and impact of drugs, gangs, role models and the media	Healthy relationships Relationships and sex expectations, myths, including the impact of the media and pornography	Work experience Preparation for and evaluation of work experience and readiness for work
Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career	Communication in relationships Personal values, relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and	