Relationships and Sex Education policy

Approved by:	Dr Zakia Maqbool	**Date:**	February 2023
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1. Aims

Rationale

The PSHE (Personal, Social and Health Education) and Aalima curriculum at BIGS has traditionally had the 'Compassion for creation' part of the school's ethos at its heart as seen through providing pupils from Years 7 to 11 with the knowledge /guidance to help them stay safe and healthy, make the right choices and decisions, manage their academic, personal and social lives in a positive way and an awareness of where help, support and advice can be sought. This is very much the case with the Relationships and Sex Education strand of the curriculum.

Relationships and Sex Education (RSE) is vital to the development of the young people at BIGS. Together, we have the responsibility to support the personal development and pastoral needs of our children. Today's children and young people are growing up in an increasingly complex world. Whilst living their lives on and offline can present many positive and exciting opportunities, they can also be faced with risks and challenges. The planned programmes at BIGS are designed to help them deal with the difficult moral, social and health-related issues that could arise in their lives and in society. They also help them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as Muslim individuals, parents, workers and members of society. Effective RSE is a key component in our approach to safeguarding our pupils through the curriculum. The policy is always subject to and will be in accordance with the Islamic ethos of the school at all times, and any/all clauses may be amended, omitted or reworded on a regular basis to ensure compliance is maintained.

The Aims of the RSE curriculum at our School are to:

- To provide students with a safe space to discuss relationships and sex education from an Islamic perspective with Islamic teachings.
- Provide pupils with the learning opportunities they need if they are to develop into competent Muslim adults, confident in themselves and their skills, qualities and abilities to make appropriate and safe choices both now and in their lives beyond BIGS.
- RSE (and PSHE/Aalima in the broader sense) is important for dispelling myths – eg. counter-acting gossip, rumours, false information, and media portrayal.
- Equip Muslim students to take their place in a rapidly changing and challenging world
- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy
- Create an awareness around issues of sexuality and relationships within our culture in the Islamic context.
- Teach pupils the correct vocabulary to describe themselves and their bodies

RSE curriculum outlines key Islamic teachings of family life and safe relationships, reflecting the ethos of the School.

2. Statutory requirements

At BIGS we teach RSE as set out in this policy and outlined in the DfE guidance on Relationship and Sex Education (September 2021). The statutory guidance (which is echoed at BIGS) states;

"The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should 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 should also cover contraception, developing intimate relationships {within Islamic context} and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in relationships is. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing."

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and Aalima lessons.

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress
- Are compatible with the Islamic ethos

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Teachers responsible for teaching RSE are mainly: Ms Farhana Yosofzai; Aalima teacher, Ms Shamim Mehmood; RE and Science teacher and Dr Zakia Maqbool PSHE teacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

There could be a reason why a parent may choose to withdraw their children from sex education. We hope that a good understanding of the importance of sex education (including its importance for keeping young people safe), familiarity with teaching approaches and resources to be used, and the opportunity to have questions answered and concerns heard, are likely to reduce the chances of parents requesting to withdraw their child. If a parent/carer has concerns, they will be encouraged to meet with the Aalima teacher to discuss this further.

From September 2020 parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education. Parents, will however, have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal for sex education should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

The headteacher will have a consultation with parents and the child involved if needed.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Dr Zakia Maqbool and Ms Sadia Waseem through:

Planning lesson objectives and learning walks and parent feedback and pupil conference.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Dr Zakia Maqbool every 2 years. At every review, the policy will be approved by the governing board.

Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS	LESSONS
Year 7	• Things that cause conflict between me and my friends • What I do when my friend makes me upset • Compassion upon creation and Understanding other rights over us • Managing on and off-line relationships. • Periods and ghusal and importance of cleanliness in Islam • Managing puberty and the issues of unwanted contact • Female Genital Mutilation (FGM) • How boys' and girls' bodies change as we grow up, and how these changes affect us • Adolescence and physical changes Appendix 2: • Families: 1(a)-1(g) • Respectful Relationships, including friendships 2(a) – 2(h) • Online and Media 3(a)-3(h) • Being Safe 4(a) – 4 (b) • Intimate and sexual relationships, including sexual health 5(a)-5(i)	Aalima lessons, PSHCSE lessons RE lessons Science Lessons Computer Science Lessons Assemblies Form time

YEAR GROUP	TOPIC/THEME DETAILS	LESSONS
Year 8	• Mental health and emotional wellbeing, including body image. • Introduction to sexuality and consent • Positive relationships, norms and stereotypes. • Relationships and boundaries. • Growing up and adolescence • Menstrual cycle, pregnancy • Dealing with unwanted contact and issues around sexting and online relationships. • Marriage Appendix 2: • Families: 1(a)-1(g) • Respectful Relationships, including friendships 2(a) – 2(h) • Online and Media 3(a)-3(h) • Being Safe 4(a) – 4 (b) • Intimate and sexual relationships, including sexual health 5(a)-5(i)	Aalima lessons, PSHCSE lessons RE lessons Science Lessons Computer Science Lessons Assemblies Form time

YEAR GROUP	TOPIC/THEME DETAILS	LESSONS
Year 9	• Identity and protected characteristics. • Different types of families and support for families • Tackling homophobia, transphobia and sexism • managing peer pressure in relation to body image • Healthy relationships. • Consent and the law. • The risks of STI's and unprotected sex • Issues around portrayal of sex in the media and pornography • Contraception Appendix 2: • Families: 1(a)-1(g) • Respectful Relationships, including friendships 2(a) – 2(h) • Online and Media 3(a)-3(h) • Being Safe 4(a) – 4 (b) • Intimate and sexual relationships, including sexual health 5(a)-5(i)	Aalima lessons, PSHCSE lessons RE lessons Biology Lessons Computer Science Lessons Assemblies Form time
Year 10	• Tackling relationship myths and expectations • Managing romantic relationship challenges as Muslims • Intimate relationships and the importance of consent • Contraception and Abortion • Reproductive organs Appendix 2: • Families: 1(a)-1(g) • Respectful Relationships, including friendships 2(a) – 2(h) • Online and Media 3(a)-3(h) • Being Safe 4(a) – 4 (b) • Intimate and sexual relationships, including sexual health 5(a)-5(i)	PSHCE lessons Aalima lessons, RE lessons, Biology lessons Computer Science Lessons Assemblies Form time

YEAR GROUP	TOPIC/THEME DETAILS	LESSONS
Year 11	• Personal values and assertive communication in relationships. • Tackling domestic abuse, honour-based violence and forced marriages. • Handling unwanted attention • Taking responsibility for healthy choices in relationships. • Gender identity Appendix 2: • Families: 1(a)-1(g) • Respectful Relationships, including friendships 2(a) – 2(h) • Online and Media 3(a)-3(h) • Being Safe 4(a) – 4 (b) • Intimate and sexual relationships, including sexual health 5(a)-5(i)	PSHCE lessons Aalima lessons, RE lessons, Biology Lessons Assemblies Form time

Appendix 2: By the end of secondary school pupils should know

PUPILS SHOULD KNOW… [These expectations are set out in the Department for Education's guidance for schools on relationships education, RSE and health education.]
Families
1(a) That there are different types of committed, stable relationships
1(b) How these relationships might contribute to human happiness and their importance for bringing up children
1(c) What marriage is, including its legal status (e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony)
1(d) Why marriage is an important relationship choice for many couples and why it must be freely entered into
1(e) The characteristics and legal status of other types of long-term relationships
1(f) The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting
1(g) How to: • Determine whether other children, adults or sources of information are trustworthy • Judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships) • How to seek help or advice, including reporting concerns about others if needed

PUPILS SHOULD KNOW… [These expectations are set out in the Department for Education's guidance for schools on relationships education, RSE and health education.]
Respectful relationships, including friendships
2(a) The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and reconciliation and ending relationships. 2(a) This includes different (non-sexual) types of relationship
2(b) Practical steps they can take in a range of different contexts to improve or support respectful relationships
2(c) 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)
2(d) That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including people in positions of authority, and tolerance of other people's beliefs
2(e) About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help
2(f) That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
2(g) What constitutes sexual harassment and sexual violence and why these are always unacceptable
2(h) The legal rights and responsibilities regarding equality (particularly with references to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

PUPILS SHOULD KNOW… [These expectations are set out in the Department for Education's guidance for schools on relationships education, RSE and health education.]
Online and media
3(a) Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
3(b) 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
3(c) Not to provide material to others that they wouldn't want shared further and not to share personal material which is sent to them
3(d) What to do and where to get support to report material or manage issues online
3(e) The impact of viewing harmful content
3(f) That specifically sexually explicit material (e.g. pornography) 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
3(g) That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
3(h) How information and data is generated, collected, shared and used online
Being safe
4(a) The concepts of, and laws relating to, sexual consent, sexual exploitation abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, and how these can affect current and future relationships

PUPILS SHOULD KNOW… [These expectations are set out in the Department for Education's guidance for schools on relationships education, RSE and health education.]
4(b) How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health
5(a) How to recognise the characteristics and positive aspects of healthy 1-to-1 intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
5(b) 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)
5(c) The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
5(d) That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
5(e) That they have a choice to delay sex or enjoy intimacy without sex
5(f) The facts about the full range of contraceptive choices, efficacy and options available
5(g) The facts around pregnancy, including miscarriage
5(h)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)
5(i) How the different sexually transmitted infections, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing

PUPILS SHOULD KNOW… [These expectations are set out in the Department for Education's guidance for schools on relationships education, RSE and health education.]
5(j) About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
5(k) How the use of alcohol and drugs can lead to risky sexual behaviour
5(l) How to get further advice, including how and where to access confidential sexual and reproductive health and advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	*Include notes from discussions with parents and agreed actions taken:.*

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