

Jamia Al-Hudaa Nottingham



Relationships & sex education policy

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1. Aims

The aims of relationships and sex education (RSE) at our Jamia are to:

- 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 a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Our world has changed significantly, children now face new challenges: they have to process lots of information from different sources such as TV, the Internet, social media, understand how society is changing, understand risks they may face, all putting pressure on their physical and mental health. Having said that, we believe that RSE is important for our pupils and our Jamia. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. We view the partnership of home and school as vital in providing the context to both complement and reinforce what pupils learn at home about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as how to be healthy.

As the key highlight of Jamia is the specialist Islamic Curriculum which strives to produce the future Muslim leaders for modern day Britain, RSE is of great personal and communal importance. There is an enriched history of issues such as hygiene, well-being and safeguarding in Islamic literature, culture and practice. We will therefore strive to connect the classic with the modern so that our students can benefit and benefit others beyond their years of study.

2. Statutory requirements

As a secondary provision, Jamia must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

At Jamia Al-Hudaa, we teach RSE as set out in this policy.

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 pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all Jamia 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 provide feedback via email or have the option to arrange a meeting
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Approval – once amendments were made, the policy was shared with governors and approved

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, considering 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.

As mentioned in the DfE guidance, RSE should be provided with consideration of the religious affiliation of pupils and carers under the Equality Act 2010. Therefore, topics will be delivered in a manner that is sensitive towards religious and cultural needs of those studying at the Jamia.

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 studies (RS) which is delivered up to GCSE level.

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).

7. Roles and responsibilities

7.1 The Trustees

The Trustees 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 Jamia, and for managing requests to withdraw pupils from non-science 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 non-science 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.

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

Parents have the right to withdraw their children from the 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 Jamia will arrange this.

Requests for withdrawal 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. 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 may also invite visitors from outside the Jamia, such as nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the senior leadership team through monitoring arrangements, such as learning walks, observing evidence of work etc.

Pupils' development in RSE is monitored by class teachers who monitor notes of pupils after topics are taught.

This policy will be reviewed by the Senior leadership team annually. At every review, the policy will be approved by the Trustees & the headteacher.

Appendix 1: Curriculum map & learning outcomes

Relationships and sex education curriculum map

Topics are delivered in a 'workshop' format which students often divided into 4 bubbles/groups (Y7&8, Y9&10, Y11, Sixth form)

Families (Autumn)		
Pupils should know:		
	Year	Tick
that there are different types of committed, stable relationships.	7+	
how these relationships might contribute to human happiness and their importance for bringing up children.	7+	
what marriage is, including their legal status – for example, 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.	10+	
why marriage is an important relationship choice for many couples and why it must be freely entered into.	9+	
the characteristics and legal status of other types of long-term relationships.	9+	
the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.	9+	
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	7+	

Respectful relationships, including friendships (Autumn 2)		
Pupils should know:		
	Year	Tick
the characteristics of positive and healthy friendships, in all contexts including online, such as: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict	7+	
reconciliation and ending relationships, this includes different (non-sexual) types of relationship	7+	
practical steps they can take in a range of different contexts to improve or support respectful relationships	7+	
how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)	7+	
that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs	8+	

about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	8+	
that some types of behaviour within relationships are criminal, including violent behaviour and coercive control	9+	
what constitutes sexual harassment and sexual violence and why these are always unacceptable	9+	
the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal	9+	

Online and media (Spring)

Pupils should know:

their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	7+	
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	7+	
not to provide material to others that they would not want shared further and not to share personal material which is sent to them	8+	
what to do and where to get support to report material or manage issues online	8+	
the impact of viewing harmful content	8+	
that specifically sexually explicit material, for example 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	9+	
that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	9+	
how information and data is generated, collected, shared and used online	8+	

Being safe (Spring)

Pupils should know:

the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships	8+	
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	9+	

Intimate and sexual relationships, including sexual health (Summer)

Pupils should know:

how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship	9+	
that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing	10+	
the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause	9+	
that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others	10+	
that they have a choice to delay sex or to enjoy intimacy without sex	11+	
the facts about the full range of contraceptive choices, efficacy and options available	10+	
the facts around pregnancy including miscarriage	10+	
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)	10+	
how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing	10+	
about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	11+	
how the use of alcohol and drugs can lead to risky sexual behaviour	10+	
how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	11+	

The Law (Spring/Summer)

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:		
marriage	9+	
consent, including the age of consent	9+	
violence against women and girls	9+	
online behaviours including image and information sharing (including	8+	
'sexting', youth-produced sexual imagery, nudes, etc.)	9+	
pornography	8+	
abortion	10+	

sexuality	10+	
gender identity	9+	
substance misuse	9+	
violence and exploitation by gangs	8+	
extremism and radicalisation	7+	
criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)	8+	
hate crime	7+	
female genital mutilation (FGM)	7+	

Appendix 2: Parent form: withdrawal from sex education within RSE



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

TO BE COMPLETED BY THE JAMIA	
Agreed actions from discussion with parents (Include notes from discussions with parents and agreed actions taken.)	