

Jamia Al-Hudaa Nottingham



Relationships & Sex Education Policy

Publication Date	September 2023
Review Date	September 2024
Reviewed by	<i>SLT and Trustees</i>

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1. Aims

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

Give students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationship

- To provide children and young people with a positive and prudent relationships and sexual education which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in the Islamic vision of education.
- 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
- 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.

Objectives

To develop in pupils, the following attitudes and virtues:

- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- recognising and valuing their own sexual identity and that of others;
- reverence for the gift of human sexuality and fertility;
- fidelity in relationships.

To develop in pupils, the following personal and social skills:

- making sound judgements and good choices which have integrity, and which are respectful of each individual's personal commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse, and bullying;
- managing emotions within relationships, and when relationships break down, managing these with confidence, sensitivity, and dignity;
- managing conflict positively and recognising the value of difference;
- cultivating humility, mercy, and compassion;
- learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet, and peer groups, and thus developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- Islamic teaching on relationships and the nature and meaning of sexual love;
- Islamic teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values, and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

Values and Virtues

Our RSE programme enshrines Islamic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in fulfilling the rights of others (Huqqul Ibaad) with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, chastity, integrity, prudence, mercy, and compassion.

2. 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 investigate what exactly pupils want from their RSE
5. Wider Community – Consultation with faith leaders
6. Approval – once amendments were made, the policy was shared with governors and approved

4. Review of Policy

This policy will be reviewed every year by the Senior Leadership Team and the Governing Body.

5. Definition

The DfE guidance states that, “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way” . This means that they should know what it means to be fully human, to be equipped to manage relationships so that they are healthy and successful and to be enabled to make moral decisions in conscience. The teaching of RSE will aid the development of their knowledge and understanding of themselves as sexual beings.

Our RSE curriculum will, “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”

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.

Rationale

Today, I have perfected your religion for you, and have completed My blessing upon you, and chosen Islam as Dīn (religion and a way of life) for you. (Al-Quran 5:3)

Islam is a complete way of life for Muslims. Its guidance is comprehensive and includes the personal, social, moral, and spiritual aspects of our lives. Our involvement in educating our children about relationships and sex education is precisely because of this; we as Muslims must know how to have healthy, loving, and enriching relationships and know the role of sex in our lives.

Indeed, in the Messenger of Allah you have an excellent example for whoever has hope in Allah and the Last Day and remembers Allah often. (Al-Quran 33:21)

And verily, you (O Muhammad, peace and blessings be upon you) are on an exalted standard of character. (Al-Quran 68:4)

The Messenger of Allah (peace and blessings be upon him) was the best of all in character and he presented to us a practical example of how to conduct ourselves and live our lives. RSE at our school is centred on the example set by the Messenger of Allah (peace and blessings be upon him) and will be positive and prudent, showing the potential for development, whilst enabling the dangers and risks involved to be understood and appreciated.

Our RSE teaching will be in accordance with Islamic principles and values. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

6. 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.

7. 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 Appendix 1.

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 traditional families, 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).

8. Roles and responsibilities

8.1 The Trustees

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

8.2 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).

8.3 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.

8.4 Pupils

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

9. 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 2 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.

10. Training

Staff & Trustees are trained on the curriculum & delivery of RSE. Staff also complete the Equality and Diversity Level 2 training.

11. Confidentiality and Advice

All trustees, all teachers, all support staff, all parents, 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 RSE 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 RSE programme. Teachers will always help pupils facing personal difficulties, in line with the school's Safeguarding & Pastoral provisions. Teachers should explain to pupils that they cannot offer unconditional confidentiality.

12. Relationships to Other Policies and Curriculum Subjects

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (e.g. Anti-Bullying Policy, Safeguarding Policy etc).

Pupils with additional needs will receive appropriately differentiated support to enable them to achieve desired outcomes. Teaching methods will be adapted to meet the varying needs of all of pupils.

14. 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

Relationships and Sex Education Mapping Document Year 7

Respectful relationships, including friendships

- **Lesson 10 Year 7** Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- **Lesson 4 & 5 Year 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.
- **Lesson 15 Year 7** About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- **Lesson 10 Year 7** that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

Online and Media

- **Lesson 15 Year 7** What to do and where to get support to report material or manage issues online.

Intimate and sexual relationships, including sexual health

- **Lesson 8 & 9 Year 7** 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.

Relationships and Sex Education Mapping Document Year 8

Families

- **Lesson 9 Year 8** 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); and, how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships

- **Lesson 13 Year 8** the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- **Lesson 1 & 2 Year 8** 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.
- **Lesson 12 Year 8** what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Online and Media

Pupils should know

- **Lesson 10 Year 8** Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- **Lesson 10 Year 8** 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.
- **Lesson 11 Year 8** Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.

Relationships and Sex Education Mapping Document Year 9

Respectful relationships, including friendships

- **Lesson 7 Year 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.

Online and Media

- **Lesson 20 Year 9** The impact of viewing harmful content.
- **Lesson 20 Year 9** 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.
 - **Lesson 20 Year 9** That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
 - **Lesson 14 Year 9** How information and data is generated, collected, shared and used online.

Intimate and sexual relationships, including sexual health

- **Lesson 21 Year 9** That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.

Relationships and Sex Education Mapping Document Year 10 / 6th Form

Respectful relationships, including friendships

- **Lesson 21 Year 10 / 6th Form** 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).

Being safe

- **Lesson 14 & 20 Year 10 / 6th Form** 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.
 - **Lesson 14 & 20 Year 10 / 6th Form** 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

- **Lesson 24 Year 10 / 6th Form** 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.

- **Lesson 23 Year 10 / 6th Form** The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. *Cross curricular link: Science.*
- **Lesson 24 Year 10 / 6th Form** That they have a choice to delay sex or to enjoy intimacy without sex.
- **Lesson 24 Year 10 / 6th Form** 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). *Cross curricular link: Science.*

Relationships and Sex Education Mapping Document Year 11 / 6th Form

Families

- **Lesson 14 Year 11 / 6th Form** That there are different types of committed, stable relationships.
- **Lesson 15 Year 11 / 6th Form** How these relationships might contribute to human happiness and their importance for bringing up children.
- **Lesson 13 Year 11 / 6th Form** What marriage is, including their 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.
 - **Lesson 14 Year 11 / 6th Form** Why marriage is an important relationship choice for many couples and why it must be freely entered into.
 - **Lesson 13 Year 11 / 6th Form** The characteristics and legal status of other types of long-term relationships.
 - **Lesson 15 Year 11 / 6th Form** The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.

Intimate and sexual relationships, including sexual health

- **Lesson 24 Year 11 / 6th Form** The facts about the full range of contraceptive choices, efficacy and options available. *Cross curricular link: Science.*
- **Lesson 24 Year 11 / 6th Form** The facts around pregnancy including miscarriage. *Cross curricular link: Science.*
- **Lesson 24 Year 11 / 6th Form** 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.
- **Lesson 24 Year 11 / 6th Form** About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- **Lesson 25 Year 11 / 6th Form** How the use of alcohol and drugs can lead to risky sexual behaviour.
- **Lesson 24 Year 11 / 6th Form** How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.



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.)	