

MIHSG
RELATIONSHIPS AND SEX EDUCATION POLICY
(RSE)

REVIEWED SEPTEMBER 2018

1. WHAT IS SEX EDUCATION?

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

According to the latest DfE guidance, RSE is:

Lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health’.

DFE ‘Sex and Relationships Guidance’, 2000

Our policy aims to:

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

2 WHY SHOULD SEX EDUCATION BE TAUGHT?

- 2.1 Effective sex education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain Islamic relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.
- 2.2 Studies have shown that the average teenager and pre-teen whether male or female, receive their sex education from the following sources in order of priority:
- Friends (who may have a lot of misinformation)
 - Magazines (which include pornographic material)
 - TV and movies (including films with restricted age limits)
 - School and teachers (whether through science or PSHE)
 - Parents

In order to counteract these findings, our policy aims to teach our pupils about sex education with an Islamic understanding. It also aims to clarify certain terms and clear up any misinformation pupils may have accumulated from other sources.

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

3 OTHER RELATED POLICIES AND DOCUMENTS

- 3.1 The RSE policy can also be linked to other policies e.g:

Anti-Bullying

Confidentiality

Curriculum

Equality

PSHEE

Safeguarding

4 EQUAL OPPORTUNITIES

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs.

Our school's RSE programme responds to the needs of individual pupils and takes the cultures, faiths and family backgrounds of all pupils into consideration.

Our policy strives to ensure that all pupils are treated fairly and that there is no discrimination or bullying on the grounds of gender, race, religion, colour, sexuality, language, culture, social circumstances, appearance, ability or disability etc.

5 A WHOLE SCHOOL APPROACH

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

The senior leadership team (SLT) will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing.

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

Teaching staff all teachers are involved in the school's RSE provision. They teach RSE through the PSHE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to pupils. Teachers will be consulted about the school's approach to RSE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.

Trustees have responsibilities for school policies. They will be consulted about the RSE provision and policy and have regular reports at Trustees' meetings.

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

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

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

6 Place in the curriculum

The main RSE programme will be delivered through Personal Development lessons. In addition, certain biological aspects are delivered through the science lessons through the Reproduction modules.

7 Content and learning objectives

The RSE programme is delivered in a developmental manner so that issues are explored in greater depth as pupils mature within the framework of Islamic hayya and adab. (Modesty and good manners)

8 Methodology and resources

A wide range of teaching methods are used that enable pupils to actively participate in their own learning. This includes the use of quizzes, case studies, research, role play, videos, small group participation and discussion and use of appropriate guest speakers.

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

9 Answering pupils' questions

The school believes that pupils should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a pupil may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing clear ground rules with pupils and by taking an approach that encourages pupils to be mature and sensible. If a teacher does not know the answer to a question, they will acknowledge this and suggest that they and the pupils research the answer to the question together. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the pupil who asked it. If a question is too personal, teachers will remind pupils about the ground rules and if necessary point out appropriate sources of support. If a teacher is concerned that a pupil is at risk of abuse they will follow the school's child protection procedures. All staff are advised to seek the support and advice of the Islamic Coordinator in all sensitive matters.

How should staff deal with sexually explicit questions?

- Answer questions asked in terms of Islamic etiquette
- Answer only those questions that relate directly to the agreed programme/ lesson
- To make it clear, through ground rules, that no pupil should ask personal questions and that Islamic adab (etiquettes and manners) be upheld at all times, for example; pupils should be encouraged to use the appropriate terminology for parts of the body.
- Be prepared to modify the programme if a certain question recurs (perhaps because of media coverage)
- Make provision for questions about sex, reproduction and puberty to be answered individually, as they arise, outside the planned programme with appropriate members of staff such as Islamic Coordinator.
- Tell pupils that their question will be answered in a later part of the RSE class depending on the appropriateness of the question.

What kind of language will be considered acceptable and appropriate for use in RSE lessons

All staff are expected to:

- Use the correct terms for all body parts as this is deemed good practice.
- Openly teach pupils what 'slang' words mean and that some are offensive.
- Avoid the use of any slang.

10 Monitoring and evaluation

The programme will be regularly evaluated by the Islamic / PSHEE Coordinator. The views of pupils and teachers through questionnaire, who deliver the programme, will be used to make changes and improvements to the programme on an on-going basis.

11 Pastoral support for pupils who experience difficulties

The nature of the support available for pupils

The school takes its role in the promotion of pupils' welfare seriously. Staff endeavours to make themselves approachable and to provide caring and sensitive pastoral support for pupils in a number of ways. Staff may be approached for help on an individual basis and through the pastoral system. They offer a listening ear and, where appropriate, information and advice. Our pupils have direct access to the Pupil Support team (HOY / Head of Pastoral/ Designated Safeguarding Lead / Islamic Coordinator)

12 Confidentiality and informing parents/carers

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures about abuse are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make careful judgements about whether or not a third party needs to be informed.

This judgement will be based upon:

The seriousness of the situation and the degree of harm that the pupil may be experiencing.

The pupil's age, maturity and competence to make their own decisions.

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

13 Dealing with bullying

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationships issues. The school takes the issue of bullying very seriously. This is reflected in the school's Anti- Bullying policy. Staff will challenge and

deal sensitively with any evidence of bullying. Pupils will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to pupils who complain of bullying. The RSE and PSHE programmes will consider bullying based on sexism, homophobia, appearance and other sex/relationships issues.

14 POLICY REVIEW AND IMPROVEMENT PLAN

The policy will be reviewed biannually by the PSHEE Co.

15 RSE/Citizenship Curriculum Organisation at KS3 & 4

Pupils learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships in terms of Islamic maturity. They learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping. How to access sources of advice and support.

PSHEE Programme of Study

Knowledge, Skills and Understanding

1. Developing confidence and responsibility and making the most of their abilities

Pupils should be taught:

- a) To reflect on and access their strengths in relation to personality, work and leisure.
- b) To respect the differences between people as they develop their own sense of identity.
- c) To recognise how others see them, and be able to give and receive constructive feedback and praise.
- d) To recognise the stages of emotions and how to deal with their feelings in different situations within an Islamic expectation.
- e) To relate job opportunities to their personal qualifications and skills, and understand how the choices they make at Key Stage 4 should be based not only on knowledge of their personal skills, strengths and aptitudes but also on the changing world of the work place.
- f) To plan realistic targets for Key Stage 4, seeking out new information and asking for help with career plans.
- g) What influences how we spend or save money and how to become competent at managing personal money

2. Developing a healthy, safer lifestyle

Pupils should be taught:

- a) To recognise the physical and emotional changes that take place at puberty and how to manage changes in a positive way.
- b) How to keep healthy and what influences health, including the media.
- c) That good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health.
- d) Basic facts and laws, including school rules, about alcohol and tobacco, illegal substances and the risk of misusing prescribed drugs.
- e) HIV and Islamic views on high risk behaviours such as sexual activity.
- f) To recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel.
- g) To recognise when pressure from others threatens their personal safety and wellbeing, and to develop effective ways of resolving pressures, including when and where to get help.
- h) Basic emergency first aid procedures and where to get help and support.

3. Developing good relationships and respecting the difference between people

Pupils should be taught:

- a) About the effects of all types of stereo- typing, prejudice, bullying, racism, and discrimination and how to challenge them assertively.
 - b) How to empathise with people different to themselves.
 - c) About the nature of friendship and how to make and keep friends.
 - d) To recognise some of the cultural norms in society, including the range of lifestyles and relationships.
 - e) The changing nature of, and pressure on, relationships.
 - f) About the role and importance of marriage in family relationships in Islam and understand and respect those who hold different views and beliefs from them.
 - g) About the role and feelings of parents and carers and the value of family life.
 - h) To recognise that goodwill is essential to positive and constructive relationships.
 - i) To resist pressure to do wrong, to recognise when others need help and how to support them.
 - k) To communicate confidently with their peers and adults.
 - j) That it is unlawful to discriminate against a person by treating them less favourably because of their , race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity
- (PROTECTED CHARACTERISTICS IN THE Equality Act 2010)**

Citizenship: Programme of Study

1. Knowledge, skills and understanding

Pupils should be taught about:

- a) The legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people.
- b) The diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- c) Central and local government, the public services they offer and how they are financed and the opportunities to contribute.
- d) The key characteristics of parliamentary and other forms of government
- e) The electoral system and the importance of voting
- f) The work of community-based, national and international voluntary groups
- g) The importance of resolving conflict fairly
- h) The significance of media in society
- i) The world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations.

2. Developing skills of enquiry and communication

Pupils should be taught to:

- a) Think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources.
- b) Justify orally and in writing a personal opinion about such issues, problems or events.
- c) Contribute to group and exploratory class discussions, and take part in debates.

3. Developing skills of participation and responsible action

Pupils should be taught to:

- a) Use their imagination to consider other peoples' views and experiences and be able to think about, express and explain views that are not their own.
- b) Negotiate, decide and take part responsibly in both school and community-based activities
- c) Reflect on the process of participating.

Science: programme of study

Pupils will be taught:

- a) 1 *How science works*¹,
 - 1a Explanations, argument and decisions^{1.1},
 - 1b Applications, implications and cultural understanding,
- b) 2 Organisms, behaviour and health
 - 2.3 Behaviour

c) 2.1 Life processes: reproduction

Reproduction Y7

Sexually transmitted Diseases Y7

GCSE IVF Y9/Y10

GCSE Clone Therapy Y9/Y10

Responding to stimulus survival and reproduction Y7

Find a mate Y7/Y8/Y9

Responding to stimulus menstrual cycle Y7 & Y9/Y10

Contraception Y7

Other subjects such as General Studies and RS will also aspects of the above topics

16. How does the school use outside agencies

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in the school. Our school has a code of practice for using visitors to support the delivery of PSHEE:

- Visitors are invited into school because of the particular expertise or contribution they are able to make
- All input to PSHEE lessons are part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised/ supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Reviewed September 2018 (JK)