



# Relationships and Sex Education (RSE) Policy

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<b>Reviewed by:</b>	Laura Webb - Governor
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## 1. Introduction

In this policy, the governors and teachers of Excellence Girls Academy, in partnership with pupils and their parents/carers, set out our intentions and approach to Relationships and Sex Education (RSE) in our school.

This follows consultation that has taken place in the form of questionnaires to parents/carers, a review of RSE curriculum content with staff and pupils and meetings with both school governors and the wider school community.

## 2. Aims

In line with our ethos and values, the aims of Relationships and Sex Education (RSE) education at Excellence Girls Academy are to enable our pupils to:

- Stay as healthy as possible
- Have worthwhile and fulfilling relationships
- Respect the difference between people
- To develop independence and responsibility
- Make the most of their own and other's ability
- Identify their values and strive to live up to them
- To think about the religious and cultural attitudes around sex and relationships
- To teach them the knowledge and skills to be able to keep themselves and others safe and to realize it is their own responsibility to protect themselves from harm, abuse and where they can turn for help and advice
- To understand how bodies, change with age and understand reproduction (also taught in the Science Curriculum)
- To understand that families are different and to accept and respect differences, such as same sex relationships and marriage and transgender (also taught in Religious Studies)
- To recognize gender equality and the importance of the role of women in society (also taught in Religious Studies)

It is in this context that we commit to provide our pupils 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.

## 3. Objectives

Through our RSE curriculum, we strive to achieve the following 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.

## 2. Statutory requirements

RSE is a statutory component meaning there are aspects we are required to teach.

At primary level:

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

This means we will focus on teaching the ‘fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults’ (DfE, 2020).

This includes the topics of families and of the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

At secondary level:

- We must teach Relationships and Sex Education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

This means 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)’ (DfE, 2020).

Excellence Girls Academy has wider responsibilities under the Equalities Act 2010 and will ensure that the school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, religion, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity or sexual orientation or whether they are looked-after children.

## 3. Content and delivery

### 3.1 What we teach

As stated above, we are required to cover the content for Relationships and Sex Education (RSE), and health education, as set out in the statutory guidance (linked to above).

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific RSE curriculum.

Our RSE curriculum has been developed by the Association of Muslim Schools (AMS), in accordance with Islamic principles and values and is tailored to the age and the physical and emotional maturity of our children. All our children, including those who develop earlier than the average, should know about puberty before they experience the onset of physical change as well as education about relationships which needs to focus on friendship, bullying and the building of self-esteem.

Pupils will receive clear scientific information and they will cover aspects of the law pertaining to RSE (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 values and principles. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

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.

### **3.2 Link to our ethos**

"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 enshrines Islamic values relating to the importance of stable relationships, marriage and family life. 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 and promotes those virtues which are essential in fulfilling the rights of others (Huqul 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.

Whilst promoting Islamic values and virtues, and teaching in accordance with Islamic principles, we will ensure that pupils are offered a balanced programme by providing an RSE curriculum that offers a range of viewpoints on issues.

### **3.3 How we teach it**

Our RSE curriculum is to be delivered as part of the Personal, Social, Health and Economic (PSHE)

Education framework which includes guidelines about pupil safety and is compatible with the school's other policy documents (e.g. Anti-Bullying Policy, Safeguarding Policy etc).

Our teaching methods will take account of the developmental differences of children and the potential discussion on a one-to-one basis or in small groups.

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 and lessons will appeal to all types of learners through the use of various resources.

Teaching strategies will include:

- Establishing ground rules
- Distancing techniques
- Discussion
- Project learning
- Reflection
- Experiential aspects
- Brainstorming
- Film & video
- Group work
- Role-play
- Trigger drawings
- Values clarification

Pupils' learning in RSE will be assessed as per our assessment and feedback policy.

### **3.4 External Visitors**

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Appropriate visitors may also be invited in to help with the delivery of the lesson under the direction of the class teacher. Such visits will always compliment the current programme and never substitute or replace teacher led sessions.

All external visitors will be fully vetted and clearly informed about their role and responsibility whilst they are in school delivering a session. All visitors will have to adhere to our visitors policy.

Health professionals will follow the school's policies using negotiated ground rules and distancing techniques as other teachers would. We will ensure that all teaching is rooted in Islamic principles and practice.

### **3.5 Safeguarding and dealing with sensitive issues**

Excellence Girls Academy wants to promote a healthy, positive atmosphere in which RSE can take place that ensures 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.

We will ensure RSE is sensitive to the needs of individual pupils in respect to their different abilities, levels of maturity and personal circumstances and is taught in a way that does not subject pupils to discrimination.

There may be sensitive or controversial issues raised by pupils when discussing certain topics in RSE. These may be due to their own experiences or because of the values that they hold. We believe that children are best educated and protected from harm and exploitation when given the opportunities to discuss such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for this discussion.

The staff and governors are aware that Sex Education may be a trigger for child protection disclosure. Staff treat any unusual comments from the children with care and report to the DSL. 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 DSL.

Teachers will always help pupils facing personal difficulties, in line with the school's safeguarding policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality

Any difficult or inappropriate questions or comments will be valued, the children will then be told the teacher needs to have time to think about the question and respond at a later named date. They will discuss with PSHE Lead and DSL and respond accordingly.

The children will be informed of the content of the lessons in advance to give them a chance to order their thoughts, and feelings and prepare any questions. Where teachers require support and training in answering questions, the PSHE Lead or Headteacher will provide advice.

When teaching RSE, a box will be provided for questions throughout the year. Children will be instructed that general questions to be answered to the whole class should remain anonymous whereas named questions will be answered privately. Children should be told that teachers will not answer personal questions about themselves.

The staff will make sure to keep their own beliefs and opinions aside. Staff will be aware of the pupil's individual situations and be sensitive to them by, for example, opening a statement with "the people in your home" and making pupils aware that there is no such thing as a 'stereotypical' family when teaching RSE.

### **3.6 Parental Involvement**

We recognise that we will be able to deliver successful outcomes when collaboration is strong between pupils, parents/carers, and the school.

We will ensure parents/carers are aware of the knowledge, skills and attitudes being taught and assessed in RSE through:

- Parents information on our website
- Parents evenings
- Parents meetings
- Providing material to be shared with their children at home

Parents/carers will additionally be informed by letter when the more sensitive aspects of RSE will be covered, to allay concerns and to enable them to be prepared to talk to and answer questions from children about their learning. Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the RSE programme.

Parents/carers have been consulted before this policy was approved by the governors. Our aim was that, at the end of the consultation process, every parent/carer will have every confidence in the school's RSE programme that it will meet their child's needs. They will continue to be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review, and evaluation. They will also be able to view the resources used by the school in the RSE programme upon request.

Parents/carers continue to have the right to withdraw their children from the Sex Education element of RSE except in those elements which are required by the National Curriculum Science curriculum. Should parents wish to withdraw their children they are asked to notify the school by contacting the Headteacher. The school will offer support by providing material for parents to help their children continue with their learning. We do however believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE's statutory guidance for further details on the right to be excused from sex education (commonly referred to as, 'the right to withdraw').

## **4. Roles and responsibilities**

RSE is a whole school issue and all staff should be aware of the policy and how it relates to them.

### **4.1 The governing board**

The governing board will hold the Headteacher to account for the implementation of this strategy.

They will also:

- Draw up the RSE 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, the values of the school and our Islamic ethos;
- Ensure that parents know of their right to withdraw their children;
- Establish a link governor 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 RSE within PSHE.

## **4.2 The Headteacher**

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Local Education Authority, and appropriate agencies.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school.

## **4.3 PSHE Lead**

The PSHE lead is responsible for:

- Supporting other members of staff in the implementation of this policy
- Monitoring the standards of children's work and the quality of learning and teaching
- Support colleagues in the teaching of rse by giving information about current developments in the subject and by providing strategic lead and direction for the subject in school
- Lead the provision of in-service training (they may be supported by the curriculum deputy and the member of staff with responsibility for child protection).

## **4.4 Staff/Teachers**

Teachers are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE and demonstrating good, healthy, wholesome relationships between each other, other adults and pupils
- Monitoring progress
- Responding to the needs of individual pupils
- Evaluating strengths and weaknesses in the subject and indicating areas for further improvement

Responsibility for the teaching of Relationships and Sex Education lies predominantly with teachers of those subjects in which it is covered, such as Science, Religious Studies (RS), Physical Education (PE) and Personal, Social, Health and Economic Education (PSHEE).

However, all staff 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 and be involved in developing the attitudes and values aspect of the RSE programme.

Teachers will be expected to teach RSE in accordance with the Islamic ethos of the school.

Appropriate training will be made available for all staff teaching RSE.

## **4.5 Pupils**

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

## **4.6 Parents/Carers**

At Excellence Academy we see our parents/carers as being important in all aspects of our teaching and learning and would appreciate the support in RSE also through:

- Teaching their children about sex and relationships
- Maintaining the culture and ethos of the family
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Promoting tolerance of the multi-cultural and multi-faith society in which we live
- Discussing any questions on same sex relationships and transgender

## **5. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE lead through:

- Planning scrutinies
- Learning walks

- Lesson observations
- Work scrutinies/ Sampling pupils' work
- Feedback from pupils
- Feedback from parents
- Feedback from teachers
- Discussion with SLT
- Discussion with governors

The results of any evaluation will be reported to interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy.

This document will be reviewed every year but may be reviewed and updated more frequently if necessary.

It will be reviewed by the Governing Body and approved by the Chair of Governors at every review.

## **6. Links with other policies**

This strategy links to the following policies and procedures:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy
- Complaints Policy
- Equality and Diversity Policy
- ICT and Internet Acceptable Use Policy
- Online Safety Policy
- PSHEE Policy
- Remote Learning Policy