



**EXCELLENCE**  
**GIRLS ACADEMY**  
LEARNERS TODAY - LEADERS TOMORROW

# **Relationships, Sex and Health Education (RSHE) Policy**

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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 (RSHE) in our school.

This follows consultation that has taken place in the form of questionnaires to parents/carers, a review of RSHE 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 (RSHE) 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)
- 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.

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 RSHE 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.

## 4. Statutory requirements

RSHE 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 (RSHE) 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 RSHE 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.

## 5. Policy development

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy.
- Pupil consultation – we investigated what exactly pupils want from their RSHE.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

## 6. Definition

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

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

## 7. Content and delivery

### 7.1 What we teach

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

Three aspects of RSHE - 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 RSHE curriculum.

Our RSHE 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 RSHE (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 different from promoting behaviour and is compatible 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.

### 7.2 Link to our ethos.

“Today, I have perfected your religion for you, and have completed My blessing upon you, and chosen Islam as Din (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. RSHE 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 RSHE 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 RSHE curriculum that offers a range of viewpoints on issues.

### **7.3 How we teach it**

Our RSHE curriculum is to be delivered as part of the Relationships, Sex and Health Education (RSHE) 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 RSHE will be assessed as per our assessment and feedback policy.

### **7.4 External Visitors**

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSHE. 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 visitor's 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.

## **7.5 Safeguarding and dealing with sensitive issues.**

Excellence Girls Academy wants to promote a healthy, positive atmosphere in which RSHE 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 RSHE 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 RSHE. 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 RSHE 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 RSHE 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 RSHE Lead or Headteacher will provide advice.

When teaching RSHE, 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 RSHE.

## **7.6 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 RSHE 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 RSHE 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 RSHE 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 RSHE programme that it will meet their child's needs. They will continue to be consulted at every stage of the development of the RSHE 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 RSHE programme upon request.



Parents/carers continue to have the right to withdraw their children from the Sex Education element of RSHE 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').

## 7.7 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 is 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.

## 7.8 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE 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 will not provoke distress.

## 8. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools, and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:



- This policy
  - The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach, and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they are going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **will not**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## 9. Roles and responsibilities

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

### 9.1 The governing board

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

They will also:

- Draw up the RSHE 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 RSHE.

### 9.2 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 RSHE is taught consistently across the school.

### 9.3 RSHE Lead

The RSHE 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 RSHE 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).

## 9.4 Staff/Teachers

Teachers are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE 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).

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 RSHE programme.

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

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

## 9.5 Pupils

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

## 9.6 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 RSHE 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

## 10. Monitoring arrangements

The delivery of RSHE is monitored by the RSHE 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.

## **11. 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

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

EGA RSHE Curriculum Overview						
<b>Curriculum Intent (Overall)</b>		<p>EGA is committed to delivering the DfE Relationships Education, Relationships and Sex Education (RSHE) and Health Education Statutory guidance (2021) as we consider the well-being and emotional and social development of our students as paramount. To embrace the challenges of creating a happy and successful adult life, EGA students will acquire knowledge that will enable them to make informed decisions about their wellbeing, health, and relationships, and build their self-efficacy. We commit to provide our pupils with a positive and prudent Relationships and Sexual Education which is compatible with their physical, cognitive, psychological, and spiritualmaturity, and rooted in the Islamic vision of education.</p> <p>Students can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges, and complex contexts; everyone faces difficult situations in their lives, so it is important they are well equipped. Implementation of RSHE can support young people to develop resilience, to know how and when toask for help, and to know where to access support.</p> <p>At EGA we intent.</p> <ul style="list-style-type: none"> <li>• To ensure that all students have a deep and meaningful understanding into their own self-identity as well asthe identity of their surrounding community.</li> <li>• To ensure all students have the deeper understanding into the diversity within our society and how we canpromote equality (British Values).</li> <li>• To create model citizens who understand the importance of their health and wellbeing, their relationships. with other people, and role people have in our society which will give them the resources to go out and thrivein school and beyond.</li> </ul>				
Year	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
7	<b>FAMILIES</b> Different types of stable relationships	<b>RESPECTFUL RELATIONSHIPS, INCL. FRIENDSHIPS</b>	<b>RESPECTFUL RELATIONSHIPS, INCL. FRIENDSHIPS</b> To treat and be	<b>ONLINE AND MEDIA</b> Rights, responsibilities and	<b>ONLINE AND MEDIA</b> How information anddata is	<b>INTIMATE AND SEXUAL RELATIONSHIPS, INCL. SEXUAL HEALTH</b>

			treated with respect	opportunities online	collected and shared online	
	<p>which can contribute to human happiness</p> <p>To recognise:</p> <ul style="list-style-type: none"> <li>- there are different types of relationships including friendship, family, professional, platonic, and intimate.</li> <li>- relationships can be based on age, gender, and interests.</li> <li>- the factors which support relationships to become committed and stable and how relationships contribute to human happiness.</li> </ul>	<p>Positive and healthy friendships and practical steps to improve respectful relationships.</p> <p>To recognise:</p> <ul style="list-style-type: none"> <li>- the characteristics of positive and healthy friendships including trust, respect, honesty, and generosity</li> <li>- how to respect privacy and boundaries in relationships and friendships</li> <li>- how to manage disputes and conflict</li> <li>- the importance of respect and</li> </ul>	<p>in school and society and impact of bullying</p> <p>To recognise:</p> <ul style="list-style-type: none"> <li>- what it means to show respect and how this is reciprocated</li> <li>- respect in Islam and why we should respect others including our parents and those in authority.</li> <li>- the different forms of bullying, including cyberbullying and its impact.</li> <li>- how to combat bullying and</li> </ul>	<p>To recognise:</p> <ul style="list-style-type: none"> <li>- that expectations regarding behaviour are the same online and offline.</li> <li>- how to manage our time online</li> <li>- the Islamic perspective on how we interact online and through media.</li> <li>- the rights and responsibilities of online users</li> </ul>	<p>To recognise:</p> <ul style="list-style-type: none"> <li>- the uses of personal and sensitive personal data</li> <li>- situations where data is shared about us and when it is obtained from us.</li> <li>- how data may be used to influencing decisions about us now and in future</li> <li>- strategies we can use to better manage our data and online activities</li> </ul>	<p>Identifying and managing peer pressure</p> <p>To recognise:</p> <ul style="list-style-type: none"> <li>- peer pressure and how it can affect us.</li> <li>- how to manage peer pressure</li> <li>- how we can in pressurised situations analyse the consequences of our actions.</li> <li>- how to maintain an awareness of responsibility as Muslims when faced with peer pressure</li> </ul>

	<ul style="list-style-type: none"> <li>- romantic relationships in Islam and wider society</li> </ul>	<p>humility in managing conflict in relationships</p> <p>ANTI-BULLYING WEEK to be held in</p>	<p>where to get help.</p> <p>SAFER INTERNET DAY to be held in the first week of February.</p>			
		<p>the third week of November.</p>				
8	<p><b>FAMILIES</b></p> <p>Marriage, legal status, rights, and Protections</p> <p>To recognise:</p> <ul style="list-style-type: none"> <li>- what marriage is including its legal status</li> <li>- the importance of marriage in Islam</li> <li>- Islamic perspectives on marriage</li> </ul>	<p>RESPECTFUL RELATIONSHIPS, INCL. FRIENDSHIPS</p> <p>How stereotypes based on sex, gender, race, religion, disability can cause Damage.</p> <p>To recognise:</p> <ul style="list-style-type: none"> <li>- bias, stereotyping, discrimination, and prejudice.</li> <li>- how stereotyping on sex, gender,</li> </ul>	<p>ONLINE AND MEDIA</p> <p>Online risks including consent and sharing material</p> <p>To recognise:</p> <ul style="list-style-type: none"> <li>- that features of the internet can amplify risks and opportunities, e.g., speed and scale of information sharing, boundaries, and a</li> </ul>	<p>ONLINE AND MEDIA</p> <p>Misinformation, disinformation, and Cybercrime</p> <p>To recognise:</p> <ul style="list-style-type: none"> <li>- the impact of misinformation and disinformation</li> <li>- that on any issue there will be a range of viewpoints and how extreme views impact people's attitudes and</li> </ul>	<p>INTIMATE AND SEXUAL RELATIONSHIPS, INCL. SEXUAL HEALTH</p> <p>Facts about reproductive health, fertility and menopause</p> <p>To recognise:</p> <ul style="list-style-type: none"> <li>- the implications for mental and physical health whilst going through adolescence and</li> </ul>	<p>INTIMATE AND SEXUAL RELATIONSHIPS, INCL. SEXUAL HEALTH</p> <p>Characteristics and positive aspects of healthy one-to-one relationships</p> <p>To recognise:</p> <ul style="list-style-type: none"> <li>- the most important relationships we have in our lives.</li> <li>- characteristics of positive</li> </ul>

	<p>- Nikah ceremonies can be either legally registered or un- registered and the consequences of each</p>	<p>race, religion, sexual orientation can lead to discrimination and prejudice.  - how to challenge prejudicial behaviour  - the Islamic perspective on how</p>	<p>perception of anonymity.  - and establish personal values and clear boundaries around aspects of life that we want to remain private.  - the benefits of social media,</p>	<p>behaviours.  - to respond appropriately when things go wrong online, including confidently accessing support and reporting to authorities</p>	<p>managing growth and change including.  puberty and menstruation  - Islamic perspectives on puberty,</p>	<p>intimate relationships  - why some people choose to have intimate relationships outside marriage</p>
		<p>we behave with those who choose a different lifestyle to us.   <b>ANTI-BULLYING WEEK</b> to be held in the third week of November.</p>	<p>including how it can offer opportunities to engage with a wide variety of views on different issues.  - the role of consent when sharing material from others   <b>SAFER INTERNET DAY</b> to be held in the first week of February.</p>	<p>and platforms  - factors which contribute to young people becoming involved in cybercrime</p>	<p>menstruation and nocturnal emissions  - the facts about reproductive health  - the physical effects of the menopause</p>	<p>- that healthy one- to-one relationships are built on key values including mutual respect, trust, empathy, and gratitude</p>



<p>9</p>	<p><b>FAMILIES</b></p> <p>Determining whether people are trustworthy and safe.</p> <p>To recognise:</p> <ul style="list-style-type: none"> <li>- what it means to be trustworthy and how to develop this trait</li> <li>- whether people are trustworthy</li> </ul>	<p><b>RESPECTFUL RELATIONSHIPS, INCL. FRIENDSHIPS</b></p> <p>Rights and responsibilities regarding equality</p> <p>To recognise:</p> <ul style="list-style-type: none"> <li>- equality in Islam</li> <li>- legal perspectives on equality</li> </ul>	<p><b>ONLINE AND MEDIA</b></p> <p>Impact of viewing sexually explicit material including pornography</p> <p>To recognise:</p> <ul style="list-style-type: none"> <li>- the physiological and psychological impact of viewing pornographic material.</li> <li>- the Islamic perspective on</li> </ul>	<p><b>BEING SAFE</b></p> <p>Concepts and laws regarding FGM.</p> <p>To recognise:</p> <ul style="list-style-type: none"> <li>- myths, risks, and legal perspectives on FGM i.e., it is a criminal act.</li> <li>- Islamic perspectives on FGM</li> </ul>	<p><b>INTIMATE AND SEXUAL RELATIONSHIPS, INCL. SEXUAL HEALTH</b></p> <p>Characteristics of healthy intimate relationships/how the choices we make in relationships can impact our health.</p> <p>To recognise:</p>	<p><b>INTIMATE AND SEXUAL RELATIONSHIPS, INCL. SEXUAL HEALTH</b></p> <p>Identifying and managing sexual pressure and choice to delay sex.</p> <p>To recognise:</p> <ul style="list-style-type: none"> <li>- the role of those around us, including</li> </ul>
	<ul style="list-style-type: none"> <li>- when other children and/or adults are using manipulation, persuasion, or coercion and how to respond.</li> <li>- and judge when a relationship is unsafe</li> </ul>	<ul style="list-style-type: none"> <li>- how to challenge prejudice and hate</li> <li>- how and where to access support and help when experiencing hate and abuse.</li> </ul> <p><b>ANTI-BULLYING WEEK</b> to be held in the third week of November.</p>	<p>viewing sexually explicit material</p> <ul style="list-style-type: none"> <li>- the negative impact of viewing pornography on behaviour towards partners and spouses</li> <li>- strategies to deal with temptation and avenues of support.</li> </ul>	<ul style="list-style-type: none"> <li>- the mental and physical effects of FGM</li> <li>- strategies to safely access support for those at risk</li> </ul>	<ul style="list-style-type: none"> <li>- that healthy, strong relationships need to be developed and take time, effort, and investment.</li> <li>- characteristics of healthy relationships</li> <li>- how our mental health is impacted by the choices we make in</li> </ul>	<p>the media in promoting certain sexual behaviours.</p> <ul style="list-style-type: none"> <li>- how to manage sexual pressure from peers, society, and the media</li> <li>- why people of faith, including Muslims choose to delay sex.</li> <li>- Islamic perspectives on celibacy,</li> </ul>

			<b>SAFER INTERNET DAY</b> to be held in the first week of February.		maintaining relationships and marriage. - the impact and consequences of adultery	delaying sex and sexual gratification
10	<b>FAMILIES</b>  Roles and responsibilities of parents with respect to raising children and characteristics of successful parenting	<b>RESPECTFUL RELATIONSHIPS, INCL. FRIENDSHIPS</b>  Violent and criminal behaviour in relationships including coercive control	<b>ONLINE AND MEDIA</b> Criminal consequences of viewing and sharing indecent images of children  To recognise: - what constitutes a criminal offence	<b>BEING SAFE</b>  Concepts and laws regarding coercion and forced marriage.  To recognise: - cultural and historical	<b>INTIMATE AND SEXUAL RELATIONSHIPS, INCL. SEXUAL HEALTH</b>  Pregnancy facts including miscarriage and contraception	<b>INTIMATE AND SEXUAL RELATIONSHIPS, INCL. SEXUAL HEALTH</b>  Sexually transmitted diseases including HIV, AIDS, STI's and STD's, impact and
	To recognise: - the roles and responsibilities of parents, carers, and children in families - the rights of parents, children, and extended family members in	To recognise: - what is meant by coercion? - signs of coercive control in relationships - mental and physical effects of psychological	regarding viewing or sharing indecent images of children - that sharing or viewing indecent images of children carries severe penalties,	perspectives on marriage - the differences between arranged and forced marriage. - the impact of forced marriage on those involved in it. - legal and	To recognise: - facts about pregnancy and birth - Islamic perspectives on pregnancy and birth - the role of contraception and Islamic	Treatment  To recognise: - the difference between STIs and STDs - impact of, and treatment for STIs and STDs - how Islamic

	<p><b>Islam</b></p> <ul style="list-style-type: none"> <li>- the importance of stability in family life for raising children</li> <li>- the importance of developing parenting skills and the services available to support young or new parents</li> </ul>	<p>y abusive relationships</p> <ul style="list-style-type: none"> <li>- how to access support for relationships which are controlling and mentally abusive</li> </ul> <p><b>ANTI-BULLYING WEEK</b> to be held in the third week of November.</p>	<p>including jail.</p> <ul style="list-style-type: none"> <li>- the impact and consequences on families when a family member is found guilty of viewing or sharing indecent images.</li> <li>- how to access advice and support if we suspect someone is being exploited or abused</li> </ul> <p><b>SAFER INTERNET DAY</b> to be held in the first week of February.</p>	<p><b>Islamic perspectives on coercion and forced marriage</b></p>	<p>viewpoints on it</p> <ul style="list-style-type: none"> <li>- how to access support for those experiencing difficulties in pregnancy and birth and for those dealing with miscarriage and loss</li> </ul>	<p>practices can limit transmission of STIs and STDs</p> <ul style="list-style-type: none"> <li>- how to access support for sexual health problems</li> </ul>
11	<p><b>FAMILIES</b></p> <p>Pregnancy choices, abortion, and adoption</p> <p>To recognise:</p> <ul style="list-style-type: none"> <li>- the choices we can make</li> </ul>	<p><b>RESPECTFUL RELATIONSHIPS, INCL. FRIENDSHIPS</b></p> <p>Sexual harassment</p> <p>To recognise:</p> <ul style="list-style-type: none"> <li>- what</li> </ul>	<p><b>BEING SAFE</b></p> <p>Concepts and laws relating to sexual consent, sexual exploitation, grooming and</p>	<p><b>INTIMATE AND SEXUAL RELATIONSHIPS, INCL. SEXUAL HEALTH</b></p> <p>Alcohol and drugs and their effect on</p>		

	<p><b>regarding pregnancy and where we can access advice and support.</b></p> <ul style="list-style-type: none"> <li>- the options available for those unable to have children.</li> <li>- why people choose to adopt or foster children.</li> <li>- legal and Islamic perspectives on abortion</li> </ul>	<p><b>constitutes sexual harassment?</b></p> <ul style="list-style-type: none"> <li>- how to tackle sexual harassment</li> <li>- the impact of sexual harassment on individuals</li> <li>- where to access support for those being sexually harassed or witnessing sexual harassment</li> </ul> <p><b>ANTI-BULLYING WEEK</b> to be held in the third week of November.</p>	<p><b>rape.</b></p> <p><b>To recognise:</b></p> <ul style="list-style-type: none"> <li>- what it means to give, deny, and withdraw consent</li> <li>- that some people build relationships, trust, and emotional connections with others so they can manipulate, exploit, and abuse them.</li> <li>- the law regarding sexual consent, sexual assault, and rape</li> <li>- how to support those who have suffered sexual assault and</li> </ul>	<p><b>risky sexual behaviour</b></p> <p><b>To recognise:</b></p> <ul style="list-style-type: none"> <li>- different types of intoxicants and their legal status</li> <li>- the effects of alcohol and drugs on people using them</li> <li>- Islamic perspectives on alcohol, drugs, and intoxicants</li> <li>- how alcohol and drug use can lead to risky sexual behaviour</li> </ul>		
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			<b>abuse</b>			
			<b>SAFER INTERNET DAY to be held in the first week of February.</b>			

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships.</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting.</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared, and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy, and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### Appendix 3: Parent/carer form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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/carers	