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Relationships and Sex Education (RSE) Policy

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In the Name of Allah the Most Kind the Most Merciful

Praise belongs to Allah, Lord of the worlds, the All-Merciful, the Very Merciful. And may His choicest blessings and peace be upon our Beloved Prophet sallallahu alayhi wasallam.

1. Aims

Al Risalah School is receptive to the reality that our students are growing up in a world that is not only complex, but one that is rapidly changing. Our students find themselves immersed in a Digital Age that requires them to live their lives seamlessly on and offline, whilst remaining true to their faith- their belief in Allah and his final prophet and messenger, Muhammad *sallallahu alayhi wa sallam*. These unprecedented times present many unique and exciting opportunities, but also challenges and risks that require diligent steps. In this environment, our children and young people need to know how to be safe and healthy upright British *Muslims*, who can face their academic, personal and social lives with poise and dignity. A 'non-compromisable' that underpins our moral duty to our students is that their faith will always be the guiding force to prepare them for their dealings or *muamalaat* and relationships with other members of their school and, humanity at large.

The aim of relationships and sex education (RSE) at Al-Risalah is to give our young people the information and understanding they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. The Qur'an tells us that 'We have indeed created you from one man and one woman and have made you into various nations and tribes so that you may know one another.' (49:13). Islam recognises that diversity amongst *Allah's* creation is a Sign of *Allah* as it shows that *Allah* is only unique in his Oneness as the Creator and we as the Created are vast and different, pointing to the *Tawhid* of *Allah*, *Jalla wa a'la*. RSE should enable our students to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. These topics are discussed in Islamic books of *fiqh* (jurisprudence) and taught by our Islamic Studies department. RSE should teach what acceptable and unacceptable behaviour in a relationship is. The curriculum provision should help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are right or not right and understand how such situations can be managed.

Al-Risalah School's RSE Policy will provide a clear progression from what is taught in a pupil's previous school. The school builds on the foundation of RE and Biology, as pupils grow up, and at the appropriate time extends teaching to include intimate relationships.

Teaching of RSE at Al-Risalah School will:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of self-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.

Rationale

'Today, I have perfected your religion for you, and have completed My blessing upon you, and chosen Islam as Dīn (religion and a way of life) for you.'

Al-Quran 5:3

Islam is a complete way of life for Muslims. Its guidance is comprehensive and includes the personal, social, moral, and spiritual aspects of our lives. Our involvement in educating our children about RSE is precisely because of this; we as Muslims must know how to have healthy, loving, and enriching relationships and know the role of positive relationships 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 centered on the example set by the Messenger of Allah (peace and blessings be upon him) and will be positive and prudent, showing the potential for development, whilst enabling the dangers and risks involved to be understood and appreciated.

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

Values and Virtues

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

2. Statutory requirements

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

At Al-Risalah School we teach RSE as set out in this policy. Al-Risalah School recognises the protected characteristics of the Equalities Act and accepts that people in modern British Society will make individual choices which children need to be aware of and to understand the diversity that exists within this.

3. Policy development

This policy is developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following:

- Reference to national guidance.
- Consultation with key stakeholders – Al Risalah Trust, staff, governors and parents.
- Discussions with other Muslim Secondary schools to share ideas and highlight good practice.
- Attendance at sessions organised by Wandsworth Local Authority and networking with teachers working in local schools.

4. Definition

RSE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, essential information related to sex education, health, healthy lifestyles, diversity, and personal identity.

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

RSE is not about the promotion of sexual activity.

RSE at Al-Risalah is promoted within an Islamic framework with due regard to protected characteristics and fundamentally promoting the sunnah of nikah (marriage) within Islam.

Sex Education at Al Risalah does not encourage in any form early sexual experimentation. Rather, it teaches young people to respect themselves and others, promotes the concept of marriage in Islam and understand the Protected Characteristics. Our curriculum will enable young people to be mature, build their confidence and self-esteem and understand how to avoid sexual temptations within the framework of our religious ethos. Effective RSE also supports people, throughout life, to develop safe, fulfilling, and healthy intimate relationships, at the appropriate time. This supports our Islamic understanding, which encourages intimacy between spouses. Our curriculum will be age appropriate and covered within the umbrella of Haya.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may adapt and review it as and when necessary.

We have developed the curriculum considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Students learn how to talk about their emotions accurately and sensitively using appropriate vocabulary. They also learn about how discrimination against people with protected characteristics should not take place. Biological aspects of RSE are taught within the science

Curriculum and other aspects are included in religious education (Islamic Studies). In History, students are taught about the effects of discrimination against marginalised communities in Nazi-Nazi-occupied territories. An assembly curriculum is in place that incorporates different aspects of RSE such as treating all members of our community with equality and justice regardless of race, gender respecting characteristics which are protected by UK law. In English, students cover RSE broadly through the development of their communication skills as well as through characters in the literature they are taught as part of their curriculum.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
Online and media
- Being safe
- Intimate relationships, including health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there are no unconscious biases of children based on their home and social circumstances (families can include single parent families, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

The Governing Body

The Governing Body takes responsibility:

- To approve the Relationships & Sex Education policy
- To approve the Relationships & Sex Education scheme of work
- To monitor the effectiveness of this provision
- Hold the Executive Principal to account for its implementation

The Executive Principal

The Executive Principal is responsible for:

- Ensuring that PSHE/Relationships Education is taught consistently, according to the approved scheme of work- mainly for PSHE and Science.

Senior Leadership Team

Some aspects of provision will be delivered by skilled members of staff from the Senior Leadership Team. For example: Bullying and Online Behaviour.

Teachers

Teachers are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Executive Principal.

Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Executive Principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The executive principal may choose to discuss the request with parents and take appropriate action.

Alternative provision will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

10. Monitoring arrangements

The delivery of RSE is monitored by Suhayl Lee, Executive Principal.

A range of strategies and sources of evidence are used to monitor RSE, for example:

- Pupils' self/peer- assessment and evaluations
- Lesson observations
- Learning walks
- Samples of work
- End of topic assessments
- Link governor- Maksud Gangat's engagement with the Executive Principal and Senior Leadership Team

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Governing Board in Sept 2022.

Al Risalah Secondary School

Islamic Studies, PSHE, Computer Science, History, Science, Tarbiyyah & RSE Curriculum Map 2021-2022

	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
7	Transitioning to Secondary School Including Personal safety & Healthy Routines	Diversity, Prejudice & Bullying	Health Health influences FGM	Al Risalah Ambitions Careers & Aspirations	Taking Care of our bodies Keeping Clean/ Wadhu / Purity / Menstruation Spiritual Cleanliness	Money & Me Financial Decision Making
<i>Theme</i>	Health & Well-being	Relationships	Health & Well-being	Careers & Pathways	Sex Education	Living in The Wider World
8	Digital Leaders Program Digital Ambassadors	Emotional Wellbeing *Mental Health & Emotional Wellbeing Body Image	Al Risalah Ambitions Equality of Opportunity in Careers & Life Choices	Disrespect Nobody *Discrimination [all forms]	Crossing the Line: Online Safety	Healthy Lifestyle Basic First Aid
<i>Theme</i>	Living in the Wider World	Health & Wellbeing and Relationships	Careers & Pathways	Sex Education	Health & Wellbeing and Relationships	Health & Wellbeing and Relationships
9	Healthy Lifestyle Diet & Exercise *Alcohol & Drug misuse Peer Pressure	Respectful Relationships Healthy & Unhealthy relationships Sending Pictures Online Behaviour & Safety	Barclays Life Skills Goal Setting Preparing for GCSEs Employability Skills	Gender Discrimination & harrasment *Workplace, media, careers Online Media	Peer Influence & Gangs Exploitation Peer Influence	EconoME [Financial literacy] *Impact of financial decisions Debt & Gambling
<i>Theme</i>	Health & Wellbeing	Relationships	Careers & Pathways	Sex Education	Health & Wellbeing	Living in The Wider World
10	STIGMA: Mental Health Awareness Mental Health Stigma Safeguarding Mental Health	Holocaust Education In conjunction with !WM.	Neighbours Comparative Faiths	Extremism & Radicalisation *Communities Belonging Challenging Extremism	Relationships Nikkah/ Marriage/ Divorce How to choose a partner Relationship Expectations	Al Risalah Ambitions Work Readiness Skills Work Experience Readiness
<i>Theme</i>	Health & Wellbeing	Relationships	Relationships	Health & Wellbeing	Sex Education	Careers & Pathways
11	DEAL [Developing Emotional Awareness & listening] *Stress & Anxiety Coping	Al Risalah Ambitions [Post 16 Options & Progression]	[Reproductive cycle, STIs & Contraception, IVF Fertility.*** Compulsory (GCSE)	Lifestyle Choices Knife Free	Study Skills & Intervention	
<i>Theme</i>	Health & Wellbeing	Careers & Pathways	Sex Education	Health & Wellbeing	GCSE Preparation	

***This is compulsory and cannot be opted out of. It is a part of Science GCSE.

Tarbiyyah Program (All Years): Education; Faith; Cleanliness; Prayer; Rights & Responsibilities; Sincerity; Cultural Diversity; Universal & British Values; Equality; Teamwork; The Mosque; Environment; Being Healthy; Reading; Resilience; Patience & Endurance; Compassion; Ramadhan; Charity; Qur'aan; Making Dua; Worship & Reflection; Ziker; Du'ood; Important People; Trade & Dealings; Hajj; Gratefulness; Tawbah; Rewards.

Note: All 'Sex Education' lessons in Y7- 10 are taught within the Islamic Studies Department. In Year 11 they are taught by the Science Department.

Appendix 2: By the end of secondary school pupils should know (This is from the Department of Education)

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

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

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

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education. Please know that only the Islamic Studies Department teaches the sex education element of RSE. You cannot withdraw your child from the GCSE Science Sex Education component.			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	