

**Hafs Academy**

**RELATIONSHIPS & SEX EDUCATION**

**POLICY (RSE)**

V.1.0

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Responsible: Mr. Kazi Hussain

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Approved: Mr M. Najmul Alam (Chair of Governors)

## **RELATIONSHIPS AND SEX EDUCATION POLICY (RSE)**

The blueprint for how we are to enjoy happy and positive relationships has been given to us by the Prophet [pbuh] in the examples that he set for humanity.

This blueprint is best expressed in the Qur'anic verse,

*And among his signs is this – that he created for you mates from among yourselves, that you may dwell in tranquillity with them, and He has put love and mercy between your hearts. Verily in that are signs for those that reflect.’ [30:21]*

### **What Is Sex Education?**

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

#### **According to the latest DfE guidance, RSE is:**

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

### **Aims of PSHE**

Hafs Academy aims to teach Personal, Social and Health Education using a whole-school approach with the aim of creating a community and environment that respects, supports and encourages each pupil.

Under section 78 of the Education Act 2002 and the Academies Act 2010, the PSHE curriculum must

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Hafs Academy takes a comprehensive approach towards PSHE, providing a programme which offers a diligently devised Scheme of Work across all year groups supporting the development and learning capacity of each pupil.

PSHE makes a significant contribution to the promotion of young people's personal and social development. This is an essential aspect of education, supporting learning across all curriculum

areas. Through the promotion of PSHE, skills are developed that our pupils need in order for them to grow and flourish as individuals and members of society. Studying PSHE contributes to helping children and young people to build their personal identities, confidence and self-esteem. It helps them to make career choices, understand managing their finances and what influences their decision making process. PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios. Overall, the PSHE curriculum at Hafs Academy supports the 'Personal Development' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework, as well as contributing significantly to the Safeguarding and Equality Duties, the Government's British Values agenda and the Spiritual, Moral, Social, Cultural (SMSC) opportunities provided to all pupils.

### **Statutory RSE And Health Education**

Relationships education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under section 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and

help young people to become successful and happy adults who make a meaningful contribution to society.”

*Secretary of State Foreword, Relationships Education, Relationships and Sex Education (RSE) and Health Education. DfE Guidance 2019 p.4-5.*

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

*Relationships Education, Relationships and Sex Education (RSE) and Health Education.  
DfE Guidance p.8*

“All schools must have in place a written policy for Relationships and Sex Education.”

*Relationships Education, Relationships and Sex Education (RSE) and Health Education.  
DfE Guidance p.11.*

The DfE Guidance 2019 at secondary school level relates to the ‘intimate and sexual relationships, including sexual health’ section of the guidance and includes:

- Facts about reproductive health
- Facts about the full range of contraceptive choices
- How sexually transmitted infections (STIs) including HIV/AIDS are transmitted
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
- Consent and the law

*Relationships Education, Relationships and Sex Education (RSE) and Health Education.  
DfE Guidance page29*

Hafs Academy include the statutory Relationships, Sex and Health Education within the PSHE curriculum as our pupils need help and advice to help them develop healthy relationships, not just those of an intimate nature, but of all kinds.

We aim to help them understand what a healthy relationship looks like and teach them what is and is not acceptable behaviour. We want to enable our pupils to understand and respect who they are and empower them with a voice which enables them to act according to their beliefs and that supports them throughout their lives.

### **Safeguarding And Responsibility**

PSHE and RSE work with pupils' real-life experiences and it is key that both staff and pupils are protected in these lessons.

A safe and supportive environment is created by the use of ground rules;

- Listen to each other (only one person talks at a time)
- Keep to time
- Challenge the statement; not the individual making it
- The 'right' not to answer questions
- No personal questions to be asked by pupils or teachers
- If giving an example, make it anonymous.
- Everyone has a right to his or her own space.
- Right to Privacy.

Many issues covered in PSHE and RSE are of a sensitive nature. The ground rules provide a safe working environment for both pupils and staff. All staff at Hafs Academy have received safeguarding training.

Due to nature of the topics covered in the PSHE and RSE education programmes, all teachers are made aware of the Hafs Academy guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

[DFE 'Sex and Relationships Guidance', 2000]

### **Our policy aims to:**

Promote pupils' spiritual, moral, social and cultural development and prepare all of them for the opportunities, responsibilities and experiences of life with an Islamic understanding so they can make good use of that information support pupils in managing puberty and adolescence and prepare them for an adult life as young British Muslims in which they can:

- Be aware of their own responsibilities towards becoming young men.
- Be aware of personal hygiene issues.

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Have the confidence and self-esteem to value themselves and others.
- Behave responsibly within personal relationships.
- Have sufficient information about STIs including HIV.
- Neither exploit others nor be exploited.
- Access confidential advice and support.
  - Inform pupils about relationships, emotions, sex, sexuality and sexual health.
  - Protect themselves from abuse, exploitation, and STDIs.
  - Respect, understanding and empathy towards others who may have different backgrounds, cultures, religions, sexuality, feelings and views.

### **Why Should Sex Education Be Taught?**

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

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

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

### **3 Other Related Policies And Documents**

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

- Anti-Bullying
- Confidentiality
- Safeguarding children
- Curriculum

#### **4 Equal Opportunities**

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs. Our school's RSE programme responds to the needs of individual pupils and takes the cultures, faiths and family backgrounds of all pupils into consideration. Our policy strives to ensure that all pupils are treated fairly and that there is no discrimination or bullying on the grounds of gender, race, religion, colour, sexuality, language, culture, social circumstances, appearance, ability or disability etc.

#### **5 A Whole School Approach**

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

- **The senior leadership team (SLT)** will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing. They will maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good Islamic practice, developing the provision to meet pupils' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.
- **Teaching staff** all teachers are involved in the school's RSE provision. They teach RSE through the PHSCE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to pupils. Teachers will be consulted about the school's approach to RSE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.
- **Trustees** have responsibilities for school policies. They will be consulted about the RSE provision and policy and have regular reports at Trustees' meetings.
- **Parents / carers** have a legal right to view this policy and to have information about the school's RSE provision. The school's approach to RSE will encourage dialogue between parents/carers and their sons.

- **Outside agencies and speakers** may be involved in inputting to RSE lessons and as points of referral as support services to pupils should the need arise.
- **Pupils** have an entitlement to age and circumstance appropriate RSE and to pastoral support. They will be actively consulted about their RSE needs and their views will be central to developing the provision.

## **6 Place In The Curriculum**

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

## **7 Content And Learning Objectives**

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

## **8 Methodology And Resources**

A wide range of teaching methods are used that enable pupils to actively participate in their own learning. This includes the use of quizzes, case studies, research, role play, videos, small group participation and discussion and use of appropriate guest speakers. Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not 'put on the spot' or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to pupils.

## **9 Answering Pupils' Questions**

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



they will follow the school's child protection procedures. All staff are advised to seek the support and advice of the Safeguarding lead in all sensitive matters.

### **How should staff deal with sexually explicit questions?**

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

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

All staff are expected to:

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

## **10 Monitoring And Evaluation**

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

## **11 Pastoral Support For Pupils Who Experience Difficulties**

### **The nature of the support available for pupils**

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



## **12 Confidentiality And Informing Parents/Carers**

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures about abuse are made. It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make careful judgements about whether or not a third party needs to be informed.

### **This judgement will be based upon:**

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

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

## **13 Dealing With Bullying**

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationships issues. The school takes the issue of bullying very seriously. This is reflected in the school's Anti- Bullying policy. Staff will challenge and deal sensitively with any evidence of bullying. Pupils will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to pupils who complain of bullying. The RSE and PHSCE programmes will consider bullying based on sexism, homophobia, appearance and other sex/relationships issues.

## **14 Policy Review And Development Plan**

The policy will be reviewed annually by the SLT/ the Designated Safeguarding Lead (DSL) and the Islamic studies lead.

## **15 RSE / Citizenship Curriculum Organisation At KS3 & 4**

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

## **Science: programme of study**

Pupils will be taught:

- a) 1 *How science works*1,
  - 1a Explanations, argument and decisions1.1,
  - 1b Applications, implications and cultural understanding,
- b) 2 Organisms, behaviour and health
  - 2.3 Behaviour
- c) 2.1 Life processes: reproduction

## **Reproduction Y7**

- Sexually transmitted Diseases Y7
- GCSE IVF Y9/Y10
- GCSE Clone Therapy Y9/Y10
- Responding to stimulus survival and reproduction Y7
- Find a mate Y7/Y8/Y9
- Responding to stimulus menstrual cycle Y7 & Y9/Y10
- Contraception Y7

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

## **How Does The School Use Outside Agencies?**

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

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

## **SEND**

Hafs Academy will make provisions for all our pupils' needs. This is no exception for PSHE and RSE. High quality teaching is differentiated and personalised to meet the needs of all pupils.

## **Roles And Responsibilities**

### **The Advisory Committee**

The PSHE and RSE policy will be approved by the Hafs governing body and they will hold the Headteacher to account for its implementation.

### **The Headteacher**

It is the responsibility of the Headteacher to ensure that PSHE and RSE is taught consistently across the school. It is also their responsibility to manage any requests to withdraw pupils from non-statutory components of RSE

### **Staff**

The staff across Hafs Academy are responsible for:

- The delivery of PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents / carers wish them to be withdrawn from the non-statutory components of RSE

### **Pupils**

There is an expectation that all pupils across Hafs Academy fully engage in PSHE and RSE and follow the ground rules (as specified above) thus ensuring they treat others with respect and sensitivity.

### **Parents**

All parents have access to the PSHE and RSE policy and are invited to feedback directly to the school and participate with surveys and questionnaires as part of our consultation process.

## **Parents Right To Withdraw From RSE**

Parents' have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wished to receive sex education rather than being withdrawn, the school will arrange this. Students are not able to be withdrawn from the 'Health Education' topics within the new curriculum.

Requests for withdrawal should be put in writing. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with the parents and take appropriate action.

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			
Any other information you would like the school to consider			
Parent signature			

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