

Quwwat-ul-Islam Girls' School



Relationship Education and RSE Policy

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Policy Links	Behaviour Policy Child Protection and Safeguarding Policy Online safety Policy Taking, sorting of Children's image

School Motto
Together we can achieve more
School Values
Respect . Aspiration . Responsibility
Learning Drivers
Caring for Ourselves, Our World, Our Education, Our Rights

School Vision Statement

To establish a school of excellence both **Islamically** and **Academically** - Provide a **holistic** education which is inspired by: **Taqwa**: God consciousness **morals and values** inspired by the prophet (saw) coupled with **academic excellence**.

At Quwwat-ul-Islam girls' school we adhere to the following:

- **Mutual respect and tolerance** - We respect and care for everybody.
- **Democracy**– We promote the right of every individual to have their opinions and voices heard.
- **The rule of the law** – We understand that laws and rules protect us and at the same time provide us with responsibilities, by breaking them there are consequences.

Quwwat ul Islam Girls' School is committed to safeguarding and promoting the welfare of all pupils in its care. As an employer, the school expects all staff, governors, volunteers and parents/carers to share this commitment.

Introduction

In this policy the governors and teachers of Quwwat Ul Islam Girls' School, set out the intentions regarding the teaching and delivery of, relationships and sex education (RSE) and relationship education (RE). We clearly set out our rationale for and approach to relationships and sex education/ relationship education in the school.

RSE

The DfE guidance states that, "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 means that they should know what it means to be fully human, to be equipped to manage relationships so that they are healthy and successful and to be enabled to make moral decisions in conscience. The teaching of RSE will aid the development of their knowledge and understanding of themselves as sexual beings.

Primary aged students

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."

Topics includes:

- ☐ Families
- ☐ the people who care for me
- ☐ caring friendships
- ☐ respectful relationships
- ☐ online relationships
- ☐ being safe

Secondary aged students

Our RSE curriculum will provide our students with the key 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

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 relationships and sex education is precisely because of this; we as Muslims must know how to have healthy, loving, and enriching relationships.

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 and RE at our school is centred on the example set by the Messenger of Allah (peace and blessings be upon him) and will be positive and prudent, showing the potential for development, whilst enabling the dangers and risks involved to be understood and appreciated.

Our RSE and RE 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 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 with 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.

Aims of RSE and RE

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE and RE is an integral part of this education.

Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of humanity and develop caring and sensitive attitudes. It is in this context that we commit ourselves.

In partnership with parents, to provide children and young people with 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.

Objectives

To develop in pupils, the following attitudes, and virtues:

- ☐ respect for the dignity of every human being
- ☐ 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 with 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 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

Inclusion and differentiated learning

We will ensure RSE and RE 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.

Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours, including cyber-bullying and peer on peer abuse, use of prejudice-based language and how to respond and ask for help.

Equalities obligations

The Governing Body have wider responsibilities under the Equalities Act 2010 and will ensure that our 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.

Broad content of RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three interrelated ways:

- ☐ the whole school/ethos dimension;
- ☐ a cross-curricular dimension

Delivery

Teaching strategies will include:

- ☐ establishing ground rules
- ☐ discussion
- ☐ project learning
- ☐ reflection
- ☐ brainstorming
- ☐ group work
- ☐ role-play
- ☐ trigger drawings
- ☐ values clarification

Parents and Carers

We recognise that we will be able to deliver successful outcomes for our children when collaboration is strong, particularly between pupils, parents, and the school. We as a school, will therefore support parents and carers by providing material to be shared with their children at home. We will deliver workshops to help parents/carers to find out more.

Parents continue to have ***the right to withdraw*** their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help their children with their learning.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Please refer to the DfE guidance below for further details on the right to be excused from sex education (commonly referred to as, 'the right to withdraw').

Balanced Curriculum

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

Pupils will receive clear scientific information and they will cover aspects of the law pertaining to RSE, forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality.

Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Islamic values and principles. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

External Visitors

Our school may call upon help and seek guidance from outside agencies and health specialists to deliver aspects of RSE/RE. Such visits will always complement 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 code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'.

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

Roles and responsibilities regarding RSE/RE

Trustee Management will:

- ☐ draw up the RSE/RE policy
- ☐ ensure that the policy is available to parents
- ☐ ensure that the policy is in accordance with other whole school policies, e.g., SEND, the ethos of the school and our Islamic beliefs
- ☐ 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 adequate coverage of relevant National Curriculum science topics and the setting of RSE/RE within PSHE

Head teacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Trustee Management Committee, parents, the Local Education Authority, and appropriate agencies.

RSE/RE Co-Ordinator

The co-ordinator(s) with the Head teacher have a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE/RE and CPD regarding content and delivery of lessons.

All Staff

RSE is a whole school issue. All teachers 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. Teachers will be expected to teach RSE/RE in accordance with the Islamic ethos of the school. Appropriate training will be made available for all staff teaching RSE.

Controversial and sensitive questions

The governors want to promote a healthy, positive atmosphere in which RSE/RE can take place. They want to ensure that 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.

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

Supporting children and young people who are at risk

Children will need to feel safe and secure in the environment in which RSE/RE takes place. Effective RSE/RE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. 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 designated safeguarding Lead.

Confidentiality and advice

All trustees, all teachers, all support staff, all parents, and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE/RE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Islamic understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the RSE/RE programme. 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.

Monitoring and evaluation

The RSE/RE Co-ordinators) will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires and through discussion with pupils, staff and parents. The results of the evaluation will be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions before amending the policy. Trustees remain ultimately responsible for the policy.

Appendix 1:

Parent form: Withdrawal from Sex Education within RSE

Child name	
Year group	
Parent name	
Date	

Reason for withdrawing from sex education within relationships and sex education	
Any other information you would like the school to consider	
Parent signature	

DfE RSE Statutory Guidance Suggested Resources

Link to Annex B (page 46) in DfE Relationship Education, Relationships and Sex Education and Health Education guidance – Suggested resources:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf