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Relationships & Sex Education Policy	
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Policy Statement

In this policy we set out our intentions about Relationships and Sex Education (RSE). We also set out our rationale for our approach to Relationships and Sex Education in the school.

Contents:

Policy Statement

1. Defining Relationships And Sex Education
2. Values and Virtues
3. Aims of RSE
4. Inclusion and Differentiated Learning
5. Equalities Obligations
6. Broad Content of RSE
7. Delivery
8. Parents and Carers
9. Balanced Curriculum
10. Responsibility For Teaching the Programme
11. Other Roles And Responsibilities Regarding RSE
12. Relationships To Other Policies And Curriculum Subjects
13. Controversial And Sensitive Questions
14. Supporting Children And Young People Who Are at Risk
15. Confidentiality and Advice
16. Monitoring and Evaluation
17. Implementation and Review of Policy

1. Defining Relationships and Sex Education

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”¹. This means that they should be equipped to manage relationships so that they are healthy, successful and able to make moral decisions in conscience. The teaching of RSE will aid the development of their knowledge and understanding of themselves as sexual beings.

Our RSE curriculum will, “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”²

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 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

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Head Teachers, principals, senior leadership teams, teachers Page4

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Head Teachers, principals, senior leadership teams, teachers Page25

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.

2. 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 (*Huqqullbaad*) 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.

3. Aims of RSE

Our Mission Statement commits us to the holistic development of the child and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavor to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons 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 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.

Objectives

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

- respect for the dignity of every human being
- responsibility for their own actions and a recognition of the impact of these on others
- recognizing the importance of marriage and family life
- reverence for the gift of human sexuality and fertility
- fidelity in relationships.

To develop in pupils, the following **personal and social skills**:

- making sound judgments 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 behaviors in order to minimize 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. Inclusion and Differentiated Learning

We will ensure RSE is sensitive to the needs of individual pupils in respect to their different abilities, levels of maturity and personal circumstances and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realize the nature and consequences of discrimination, teasing, bullying and aggressive behaviors (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

5. Equalities Obligations

The trustees 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.

6. Broad Content of RSE

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

See attached 'RSE Curriculum Overview'

7. Delivery

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

8. 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. Therefore, we will deliver workshops to help parents/carers to find out more.

Parents will be consulted before this policy is ratified by our trustees. They will be consulted

as part of the development of the RSE programme, as well as during the review and evaluation process. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents continue to have **the right to withdraw** their children from Sex Education except in those elements which are part of the science curriculum. Should parents wish to withdraw their children, they will be asked to notify the school by contacting the head teacher.

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

9. 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. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting the 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.

10. Responsibility for Teaching the Programme

Responsibility for the teaching of relationships and sex education programme lies with the following staff; Moulana Omair, Shoaib Patel and Jawaed Hussain.

However, all staff will contribute to the development of pupils' personal and social skills and will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils demonstrating good, healthy, wholesome relationships between each other, other adults and pupils.

External Visitors

Our school may call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. 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 code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'³.

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.

11. Other Roles and Responsibilities Regarding RSE

Trustees

- draw up the RSE policy, in consultation with parents and teachers
- ensure that the policy is available to parents
- ensure that the policy is in accordance with other whole school policies, 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 proper and adequate coverage based on the National Curriculum science topics and the setting of RSE within PSHE

³ CES Checklist for External Speakers to Schools, 2016

Head teacher

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

PSHE/RSE Co-Coordinator

The co-coordinator with the Head teacher has 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 and the provision of in-service training. *(They may be supported by the curriculum leader and the member of staff with responsibility for child protection).*

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 in accordance with the Islamic ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

12. Relationships to Other Policies and Curriculum Subjects

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (e.g. Anti-Bullying Policy, Safeguarding Policy etc).

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.

13. Controversial and Sensitive Questions

The trustees want to promote a healthy, positive atmosphere in which RSE 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. These may be due to their own experiences or because of the values that they hold. The trustees believe that children are best educated and protected from harm and exploitation when given the opportunities to discuss such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for this discussion.

14. Supporting Children and Young People who are at Risk

Children will need to feel safe and secure in the environment in which RSE takes place. Effective RSE 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 senior member of staff responsible.

15. 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 programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Islamic understanding.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the RSE programme. Teachers will always help pupils facing personal difficulties, in line with the school's Pastoral Care Policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality.

16. Monitoring and Evaluation

The RSE Co-coordinator 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, the results of the evaluation will be reported to stakeholders and their suggestions sought for improvements. Trustees will consider all such evaluations and suggestions before amending the policy. Trustees will remain ultimately responsible for the policy.

17. Implementation and Review of Policy

Implementation of the policy took place after consultation with the trustees in the summer 2024. This policy will be reviewed biannually by the Head teacher, RSE Co-coordinator, trustees and staff.