



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

***Our policy is aligned with the DfE's latest guidance on RSE.***

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## **INTRODUCTION:**

In this policy the governors and teachers of **Read Academy**, in partnership with pupils and their parents, set out our intentions about relationships and sex education (RSE). We set out our rationale for and approach to relationships and sex education in the school.

The Education Act 1996 and the Learning and Skills Act 2000 set out the requirements for sex education in maintained schools.

These are:

- Sex education must be given in such a manner as to "encourage pupils to have due regard to moral considerations and the value of family life"
- Headteachers and governing bodies must have regard to the secretary of state's guidance on sex and relationship education (RSE)
- Schools must have an up-to-date written policy on sex education
- Parents must be able to remove pupils from the non-statutory elements of sex education

The school's sex education policy is based on the DfE guidance document Sex and Relationship Education Guidance (ref DfE 0116/2000). In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care'. Sex Education is 'taught' under the umbrella title of 'Growth and Development' which forms part of the Science Curriculum. It is also part of the, personal, social and health education curriculum. Read Academy believes that RSE should be part of a broader Personal, Social, Health and Citizenship programme designed to develop pupil's self-esteem and sense of responsibility towards others.

## **RATIONALE:**

***Today, I have perfected your religion for you, and have completed My blessing upon you, and chosen Islam as Deen (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. RSE 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 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.

### **DEFINITION:**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, 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.

### **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 (*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.**

### **CURRICULUM MODEL:**

*The DfE guidance for RSE is summarised as: "...to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them 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. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed." Relationships Education, Relationships and Sex Education (RSE) and Health Education, statutory guidance (DfE, 2020)*

RSE is delivered as part of the Personal, Social Health Education (PSHE), Science, Physical Education (PE) and Islamic Studies provision. It will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content such as topics of puberty, relationships, etc. is delivered by male teachers to boys and female teachers to girls in segregation from an Islamic perspective.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson.

There will be a whole school approach, from age 3 -11 years. The subject will be taught in a cross curricular way, encompassing elements with the National curriculum for example in the Key Stage (KS) 1 and 2 programmes of study for science pupils are expected to learn that humans produce offspring. It adds that “they should not be expected to understand how reproduction occurs”. As well as expanding more broadly into human relationships and human and physical development and reproduction. At (KS) 3 and 4 sex and relationships education is part of the PSHE programme. It will be delivered to all years, from year 7 to year 11. Some aspects of sex and relationships education will be covered in Science, Religious Education and Sociology.

Teachers will answer children’s direct questions in an open and factual way. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, techniques such as the use of a question box, or creating a time to talk to a pupil individually will be used. Pupils may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

### **CONTENT:**

The RSE curriculum intentionally builds upon the requirements of RSE content at Read Academy. Content is always designed to be age-appropriate. Where certain topics appear in both key stages, the content will be different to reflect the age and likely experiences of the young people. The information below shows how the content is split across Early Years, Key Stage 1, Key Stage 2, Key Stage 3 and Key Stage 4:

Education about relationships for **3–7-year-olds** will focus on the building of self-esteem by encouraging learners to:

- value themselves.
- recognise and communicate their feelings.
- form friendships and relationships such as caring friendships, respectful relationships and online relationships.
- Being safe.

RSE should help **7–11-year-olds** to understand:

- the reasons for the physical and emotional changes that take place at puberty.
- the range of their own and others’ feelings and emotions.
- the importance of personal safety and what to do or to whom to go when feeling unsafe.

The Health Education by the end of primary are set out below:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent bodies

*'The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.'* (DfE)

Our RSE and health education programme for **11-16 years of age** aims to prepare pupils for an adult life. Our pupils continue to develop knowledge on topics specified for primary as required and in addition cover the content set out in the DfE guidance by the end of secondary:

[Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

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 and sexual relationships, including sexual health

For the purpose of this policy, **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

The health education expectations are set out below:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent bodies

## **INCLUSION:**

In teaching Relationships Education and RSE, Read Academy ensures that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We make reasonable adjustments to alleviate disadvantage and are mindful of the SEND Code of Practice, when planning for these subjects. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility, and we meet with parents of pupils who are vulnerable, which could include some pupils with SEND. The school considers the religions and beliefs of the school community and has taken and continues to take into account parent views on the provision and resources used to deliver the RSE curriculum.

## **WORKING WITH PARENTS:**

*"The role of parents/carers in the development of their children's understanding of relationships is vital. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships." Relationships Education, Relationships and Sex Education (RSE) and Health Education, draft statutory guidance (DfE July 2018).*

At Read Academy, we welcome feedback from parents on any area of our curriculum, including the PSHE and RSE curriculum. A senior management team are available to meet with parents to discuss any questions or share overviews on certain topics.

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.

## **ROLES AND RESPONSIBILITIES:**

### ***The governing body***

The governing body will review the effectiveness of this policy every two years or sooner if necessary.

### ***The headteacher***

- The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.
- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

### ***Teachers***

All teachers are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.
- Monitoring progress.
- Replying to, and answering, children's questions sensitively and openly.
- Speaking to the headteacher if they have concerns about teaching RSE.
- Taking into consideration parent's wishes before questions are answered.

### ***Pupils***

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

### ***Parents***

The school is well aware that the primary role in children's RSE lies with parents/carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Will carry out our statutory duty to consult with parents and governors on the contents of the RSE programme.
- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a sensitive unit of RSE.
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE.
- Keep a register of any pupils who are removed from lessons.

### **WITHDRAWAL:**

The RSE curriculum consists of both statutory and non-statutory elements:

**Primary Phase:** Parents can't withdraw their child from relationships or health education.

However, parents are permitted to withdraw their child from part of or all of sex education.

**Secondary Phase:** There are new changes to the right to withdraw for pupils in Secondary Phase since September 2020.

Parents have the right to withdraw their child from part or all of the sex education delivered as part of RSE. They can do this up until 3 terms before their child turns 16. After that, it's the child's decision. Parents **can't** withdraw their child from the relationship's education in RSE or health education.

If a parent/carer chooses to withdraw their child, then parents/carers will need to make a request in writing to the headteacher, stating their views and reasons for the request, demonstrating how they will deliver sex education to their child at home. The headteacher will then meet with parents to clarify the nature and purpose of the curriculum and outline any possible detrimental effects that the withdrawal may have on the child.

Such detrimental effects could include the following:

- Being excluded from their class can be very upsetting for children.
- Pupils are likely to hear their peer's version of what was taught in the lessons, rather than what was directly said by the teacher.
- Pupils may become more curious and research questions on the internet.

**There continues to be no right of withdrawal from any part of the national curriculum.**

### **TRAINING:**

Staff are trained on the delivery of RSE throughout the academic year and it is included in our continuing professional development schedule.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### **COMPLAINTS PROCEDURE:**

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the school's complaints procedure if they feel things are not resolved.

### **MONITORING AND EVALUATION:**

At Read Academy, we hold the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas.



Our curriculum builds upon the knowledge pupils have previously acquired, including in other subjects.

Resources used are under constant review by the Senior Management and Leadership Team.

This policy will be reviewed annually and take on board views of parents, senior development leaders, staff, students as well as any further policy developments from the DfE.

**RELATED POLICIES:**

PSHE Policy  
Equal Opportunities Policy  
SMSC Policy  
FGM Policy  
Anti-Bullying Policy  
British Values Policy  
Teaching and Learning Policy