



Relationships and Sex Education Policy

Date: January 2024

Prepared by: Head Teacher in collaboration with parents

Agreed with: Chair of Trustees

To be reviewed and updated: September 2024

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Aims

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual 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
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › Educate pupils knowledge about sexual relationship in line with our Islamic ethos and values

Statutory Requirements

As a private secondary school we endeavour to provide RSE to all pupils as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Tarbiyyah Secondary School for Boys we teach RSE as set out in this policy.

Policy Development

Although we are a new school, this policy has been developed in consultation with staff, pupils and parents from the community and our proxy organisations. The consultation and policy development process involved (and will be reviewed) using the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations (This will also be repeated during the first term of our opening)
3. Parent/stakeholder consultation – parents and any interested parties were invited to express their suggestions about the policy (This will also be repeated during the first term of our opening)
4. Pupil consultation – we investigated what exactly pupils want from their RSE. (This will also be repeated during the first term of our opening)
5. Ratification – once amendments were made, the policy was shared with directors and ratified

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.

Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, taking into account 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 and don't seek answers online.

Sex education will primarily focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSE

At Tarbiyyah Secondary, we acknowledge that high-quality, evidence-based and age-appropriate teaching can help our pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

RSE at the school will be set in the context of a wider whole-school approach to supporting our pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and sex will complement and be supported by our wider policies on behaviour, equal opportunity, anti-bullying and safeguarding. RSE will sit within the context of the school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

RSE will be delivered in the context of a broad and balanced curriculum. There will be specific sessions taught within the personal, social, and health education (PSHE) curriculum. Biological aspects of RSE will be taught within the science curriculum, and other aspects will be included in Islamic studies (RE), Arabic (Modern Language) and History (Humanities). The PSHE teacher will work closely with colleagues in the related curriculum areas mentioned above to ensure RSE in these lessons complement each other and do not duplicate the same content.

RSE Education will be accessible for all pupils. High quality teaching is differentiated and personalised and this is the starting point to ensure accessibility for all pupils. Our school will also be mindful of the 'preparing for adulthood' outcomes as set out in the SEND code of practice, when preparing RSE sessions for pupils with SEND. The school is also aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Therefore, for some pupils there may be a need to tailor content and teaching to meet the specific needs of children at different development stages.

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, different sexual orientations, including sexual 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 is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, 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).

Roles and Responsibilities

7.1 The board of directors

The board of directors has delegated the approval of this policy to the headteacher.

7.2 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 (see section 8).

7.3 Staff

Staff 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 components of RSE

Subjects where RSE is covered within the curriculum and names of staff responsible for teaching it :

1. PSHE
2. Science (Biology)
3. History
4. Islamic Studies
5. Arabic

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 headteacher.

7.4 Pupils

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

Parents Right to Withdraw

Parents have the right to withdraw their children 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 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 headteacher.

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

In the events of parental withdrawal, Headteacher will ensure that pupils will have alternative work given which revolves around Relationships and include a similar theme to the withdrawn topic, particularly excluding elements of Sexual Education, and the alternative work will be provided as it was set out within the PSHE curriculum.

Training

Staff are trained on the delivery of RSE as part of their in-house Continuing Professional Development sessions.

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

Monitoring Arrangements

The delivery of RSE is monitored by Saadat Rasool through:

- Planning scrutinies (within the coaching programme)
- Book scrutinies
- Lesson observations
- Curriculum planning
- Pupils survey
- Staff survey

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

This policy will be reviewed by the PSHE Lead annually. At every review, consultation will be sought from the Senior Leadership Team and approved by the Headteacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year 7 - PSHE Half Term 3	Safeguarding Students learns about what safeguarding is, they will learn	Sharepoint. Subject presentation
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	<p>about the 5 categories of abuse including:</p> <ul style="list-style-type: none"> ● Sexual Abuse, and ● How to seek help 	
Year 9 - PSHE Half Term 4	<p>RSE</p> <ul style="list-style-type: none"> ● Features of a relationship <ul style="list-style-type: none"> ○ What makes a healthy relationship? ○ Warning signs of an unhealthy relationship ○ How to seek help out of unhealthy relationships ● Marriages <ul style="list-style-type: none"> - Celebration of marriage in different cultures - Key features of a marriage - Sexual relationship (option to withdraw) ● Divorce <ul style="list-style-type: none"> - Islamic and British law ● Different types of Families ● Sexual Consent 	Sharepoint. Subject presentation
Year 10 - PSHE Half Term 4	<p>RSE</p> <ul style="list-style-type: none"> ● Healthy relationship ● Sex and contraception ● Sexual Consent ● STIs ● Pornography and sexting 	Sharepoint Subject Presentation
Year 7 - HISTORY Half Term 1	<p>Ancient Egypt</p> <ul style="list-style-type: none"> ● Lesson 5, A day in the life of a peasant: talks about relationships and the fact marriage in Ancient Egypt was a civil partnership for the purpose of acquiring lands as opposed to love marriage. 	Hodder curriculum on Dynamic Learning. Sharepoint, Subject presentation
Year 8 - HISTORY	<p>Understanding the period 1450 – 1750</p> <ul style="list-style-type: none"> ● Lesson 2, Leonardo Da Vinci: New studies show he may have been inclined to relationships with men ● Lesson 6, The Ambassadors: One speculation is that the two men may have been a couple (although 	Hodder curriculum on Dynamic Learning Sharepoint, Subject presentation

	<p>theory needs to be investigated as one of them is a man of God).</p> <ul style="list-style-type: none"> • Lessons 7-10, Henry VIII: 6 wives, many mistresses, talked about the place of the women in court and how they were disposable commodities. • Lessons 12 – 15, Elizabeth the Virgin Queen: never married and how this was because obedience to the husband would have been the struggle for power 	
Year 9 - HISTORY	<p>The Ideal family</p> <ul style="list-style-type: none"> • Family provided retreat from stress and turmoil of industrial world • Idealised as centre of stability • Pleasures and virtues of home life were a major theme in art and literature. • Household viewed as separate from the world of work fostering love, co-operation, and peace • Differentiation of sexual spheres: men in public sphere and married women in the home: 'There can be no security to society, no honour, no prosperity, no dignity at home, no nobleness of attitude towards foreign nations, unless the strength of the people rests upon the purity and firmness of the domestic system' (Shaftesbury) <p>Middle class family:</p> <ul style="list-style-type: none"> • Family structure was primarily nuclear. • Unmarried women often lived with married siblings • Aristocratic families had closer kinship ties with extended family beyond nuclear core • Working class families less private they often 	<p>Hodder curriculum on Dynamic Learning</p> <p>SharePoint, Subject presentation</p>

housed lodgers within the home extended family relationships were important for mutual support in times of dislocation and crisis.

- Mothers usually undertook the bulk of instruction of infants whilst fathers were in charge of discipline and added their own specific instructions.

Working class family:

- Subject of intense debate. Anxieties raised on issues such as child care, birth control, homelessness, poverty, long working hours and harsh working conditions and gender roles exposing contradictions in 'separate spheres' ideology.
- Letter from 'Blandini' to the Bradford Observer in 1871 typifies this. He called for the adoption of a 9 hour day for men and a 6 hour day for women and children, justifying this difference by arguing that: 'wives and daughters shall be restricted to six hours per day, to give them a chance to learn domestic duties, for why should females be employed outside the domestic hearth. The domestic hearth is the only sphere in which they can shine in all their brilliance. What business do they have outside of it?'

Working class mothers:

- Working class mothers singled out by society disapprobation.
- Factory women's lives rendered them incapable to fulfil their important role as mothers.
- Her poor cooking, inadequate cleaning and thriftlessness slowed the

	<p>improvement of conditions for her family.</p> <ul style="list-style-type: none"> • These commentaries blamed the poor for their problems and offered no solution on an individual basis. <p>Conclusion:</p> <ul style="list-style-type: none"> • The privatised emotionally bonded family was the dominant model and characterised all levels of society • Victorian family may be viewed as a self-sufficient unit and inward looking. But there was an interplay between the public and domestic roles. • Unequal burdens of gender roles. • Middle class blamed social ills on the problems of family life among the working class. • Working class men accepted the legitimacy of domestic ideology but sought to turn that ideology on its head by blaming the competitive system for forcing the working class family away from its preferred ideal and mothers out to work. • Neither group attempted to reconcile their beliefs with the reality of family life. 	
Year 10 & 11 - HISTORY	<p>Germany</p> <ul style="list-style-type: none"> • Hitler considered homosexuals as degenerates • Under the rule of Nazi Germany from 1933 to 1945, gay men and (to a lesser extent) lesbians were prosecuted with thousands of gay men imprisoned in Nazi concentration camps. 	<p>Hodder curriculum on Dynamic Learning</p> <p>Sharepoint, Subject presentation</p>
Year 7 - ARABIC Term 2	<p>My family</p> <p>Students learn to describe family and family relationships, which includes learning vocabulary</p>	<p>Sharepoint, Subject Presentation</p>

	related to family and adjectives to describe them and their relationship towards them.	
Year 9 - ARABIC Term 1	Me and my family students learn to talk about family dynamic and family relationships which includes describing physical appearance and character.	Sharepoint, Subject presentation
Biology	Year 9: Half Term 5: Sexual Reproduction. Year 11: Half Term 1: Reproduction in Humans	Sharepoint Subject Presentation
Islamic Studies	<ul style="list-style-type: none"> ● Year 7: Signs of puberty, Fasting and having sexual intercourse is one of the nullifiers of fasting ● Year 8: Having Ghusl (Bath) after having sexual intercourse, signs ● Year 9: Half Term 3: Marriage and sexual rights 	

Appendix 2: By the end of secondary school pupils should know

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

	<ul style="list-style-type: none"> • 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
<p>Intimate and sexual relationships, including sexual health</p>	<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 pressuring 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:

Tarbiyyah Secondary School

Parent form: withdrawal from sex education within RSE



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

