

Introduction

This policy has been written to ensure we are meeting the requirements of the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance issued by the DfE in 2019.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools. (DfE Guidance, 2019)

Parties involved in the policy's development and consultation

- PSHE Subject leaders
- Head teacher
- Governing body
- Parents contributing feedback and views about HRSE provision
- Pupils

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Governors in the Autumn term, 2020. Monitoring of the HRSE Policy is the responsibility of the head teacher, named governor (Maulana Yahya Nadat), and PSHE leaders. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers' planning and feedback from parents. The effectiveness of the HRSE programme will be evaluated by assessing children's learning and implementing change if required. This policy document is available to view on the school web site.

Dissemination

The policy will be given to all members of the Governing Body, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school website and a copy is available in the school office.

Aim

At Azhar Academy Girls School, HRSE reflects the school's vision and values which demonstrate and teach the skills, knowledge and understanding pupils need to lead confident, healthy lives to become aspirational, zealous, humble, active and resilient members of society.

HRSE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others. We believe that HRSE must include information about physical, moral and emotional development and the school will ensure that pupils are given information appropriate to their age and stage of development.

Azhar Academy Girls School believes in working in partnership with parents and carers and understands the importance of sharing our HRSE programme with families so that they are able to support their children's physical, moral, mental wellbeing and emotional development at home.

Through this policy we work together to promote the following skills:

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To understand the importance of safe and stable relationships that promote respect, love and care;
- To help pupils develop skills (language, decision making, choice, assertiveness, resilience) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to relevant information and support;
- To develop skills for a healthier, safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To develop resilience and positivity when responding to influences that may affect body image;
- To reinforce and develop pupils' understanding of how to stay safe online;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood;
- To respond to the needs of pupils and parents/carers by providing accurate knowledge of sexual matters at a level suitable to children's age and understanding and to dispel myths and rumour.
- To accept diversity and differences and the importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender;
- To prepare students to be positive, active citizens in modern Britain.
- Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols.
- To place an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help as needed for themselves or others.

Values and virtues

The HRSE provision will be delivered in accordance to our school mission statement to instil Islamic values in our pupils which enriches the entire school community, promotes community cohesion and inspires an awareness of duty towards Allah, His Noble Messenger and the entire humanity.

Therefore, our programme enshrines Islamic values in accordance to the Quranic verse; 'Allah loves those who do good' (3:135) and 'the reward of goodness is nothing but goodness' (55:61) to emphasise the importance of being courteous, tolerant and kind to each other to promote community cohesion, stable relationships and respect for other ways of life in accordance to British values.

Objectives

- To develop the following **attitudes and virtues**:
- respect for the dignity of every human being – in their own self and others;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing the Islamic perspective of tolerance and respect on sexuality.
- recognising the importance of marriage and family life.

To develop the following **personal and social skills**:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, 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 so developing the ability to assess pressures and respond appropriately;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To **know and understand**:

- the Islamic teaching on relationships in accordance to the Quran verse: 'O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted. (49:13). This verse highlights that God has made us different for recognition, and that righteousness is overcoming any differences and building relationships with respect.
- the Islamic teaching on marriage and the importance of marriage and family life;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction;
- how to manage fertility in a way which is compatible with their stage of life and their own values and commitments;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice;
- the awareness of their own safety and the nature of consent
- about friendships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion;
- about the media and their choices, about what to watch, what games to play, what rules apply, especially when using social media, and that the dignity of all does not just apply to people who are physically seen, it applies to online relationships too.

- How to keep themselves and others physically and mentally healthy and safe
- The language used to seek help as needed for themselves or others for their mental and physical wellbeing.

How Relationships and Sex Education is organised in the curriculum

HRSE is not delivered in isolation, but firmly embedded in all curriculum areas including Islamic, Personal, Social, Health and Economic (iPSHE) education, Science, Citizenship, Computer Science, Religious Education and Aalimah and Islamic Studies. Many aspects of HRSE are taught throughout the year, whilst some specific age-related aspects are delivered at pre-planned points in our curriculum. All curriculum overviews are available to view on the school website.

Balanced curriculum

Whilst promoting Islamic values and virtues, we will ensure that pupils are offered a balanced programme by providing an HRSE programme that promotes tolerance and respect. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to HRSE (in secondary schools/academies relating to 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 teaching.

Inclusion

The HRSE policy reflects and is in line with the schools' Equality and Diversity policy and the school ensures that the HRSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. HRSE strives to meet the needs of all pupils and answers appropriate questions and offers support. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at Azhar Academy Girls School and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

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, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children. Please refer to the Equality and Diversity policy for more information.

Programme / resources

Appendices to this policy provide further information about the programme and resources for suggested use.

Teaching strategies will include:

- establishing ground rules
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

Students will be assessed through questioning, self-reflection, book marking and feedback. The responsibility of this will be held by the form tutors and iPSHE leaders.

Parental rights to withdraw their children

Parents have the right to withdraw their children from all, or part of Sex Education curriculum, except for those parts included within the National Curriculum for Science, which are statutory. We believe that the controlled, Islamic environment of the classroom is the safest place for this curriculum to be followed.

Parents are also informed that the HRSE curriculum is an essential vehicle in supporting a school's statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social and cultural development of pupils,
- foster British values, and
- prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.
- also to understand those who come from different religious, ethnic and cultural backgrounds from them

Children cannot be withdrawn from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe. However, those parents/carers wishing to exercise the right to withdraw their child from part or all of sex education are invited to write to the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school is required to make arrangements to provide the child with sex education during one of those terms.

Once a child has been withdrawn they cannot take part in the HRSE programme until the request for withdrawal has been removed. It is then the responsibility of the parents/carers to deliver the content of the HRSE to their child as they see fit. Information and support materials are available for parents/carers to use and are offered by the staff.

We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Responsibility for teaching the programme

Responsibility for the specific relationships and sex education programme lays with the iPSHE leader and Curriculum leaders of Science, RE, Citizenship, Aalimah and Islamic Studies.

However, all Aalimah and National Curriculum staff will be involved in developing the attitudes and values aspect of the HRSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of HRSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with our school ethos and values.

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Islamic principles and practice.

Pupil Involvement

We involve pupils in the development of the HRSE curriculum through the Teaching and Learning approach, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views. The PSHE leaders will provide regular opportunities for feedback through forms and questionnaires. The School council will also play a role in promoting pupil involvement with the HRSE provision.

Questions Raised by Pupils

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.

A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered

honestly and with a degree of detail appropriate to the child's age, values and stage of development.

Teachers will use their professional skill and discretion before answering questions and if necessary will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents, form tutor or iPSHE leaders.

Teachers are aware that effective HRSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue.

The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Leads (DSLs), Apa Anila and Mrs R Adam, should be informed. If the DSLs are not able to be contacted, a member of the Senior Leadership Team should be consulted.

No adult should ever promise confidentiality to a child, as per the school's Safeguarding Policy.

Links with other Policies

Due to the nature of the subject, this policy should be read and implemented in conjunction with the following policies:

- Safeguarding and Child Protection Policy
- E-safety policy
- Prevent and Protecting Pupils from Violent Extremism Policy
- Community and Social Cohesion Policy
- Equality and Diversity Policy
- Forced Marriage Policy
- Anti-Bullying Policy

Date of Policy: Summer 2021

Review of Policy: Autumn 2022

Appendix - Secondary overview

Strand	Objective	Which year group	Subjects taught in
Families	That there are different types of committed, stable relationships.	Year 8 Year 10	IPHSE IPHSE
	How these relationships might contribute to human happiness and their importance for bringing up children.	Year 8	IPHSE
	What marriage is, including their legal status – for example, 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.	Year 8 Year 11	R.E Aalimah/Islamic Studies
	Why marriage is an important relationship choice for many couples and why it must be freely entered into.	Year 11 Year 11	iPHSE Aalimah/Islamic Studies
	The characteristics and legal status of other types of long-term relationships.	Year 7-11	iPHSE
	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. (Including different types of families; single-parent, polygamy, living in care, foster, adoption, same-sex)	Year 7 Year 11	Citizenship IPHSE
	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), how to seek help or advice, including reporting concerns about others, if needed	Year 7	Citizenship
Friends	The characteristics of positive and healthy friendships, in all contexts including online, such as: <ul style="list-style-type: none"> 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 	Year 7-11	Aalimah/Islamic Studies R.E iPHSE
	Practical steps they can take in a range of different contexts to improve or support respectful relationships	Year 7	iPHSE

	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)	Year 7	Citizenship
	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	Year 7-11	Citizenship R.E iPHSE
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	Year 7 All years Year 7	Citizenship iPHSE Computer Science
	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control	Year 9/10	iPHSE Citizenship
	What constitutes sexual harassment and sexual violence and why these are always unacceptable	Year 9	iPHSE
	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	Year 8/9/10	Citizenship
Online	The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online	Year 7 Year 10/9	Computer Science iPHSE
	How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours	Year 7 - 11	Computer Science iPHSE
	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	Year 7 Year 7	Computer Science Citizenship
	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them	Year 7	Computer Science
	What to do and where to get support to report material or manage issues online	Year 7	Computer Science

	The impact of viewing harmful content	Year 7/8	Computer Science
	That specifically sexually explicit material, for example 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	Year 9/10	iPHSE
	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	Year 9/10	iPHSE
	How information and data is generated, collected, shared and used online	Year 7/8/9	Computer Science iPHSE
Relationships	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	Year 7 Year 8 Year 11	iPHSE Citizenship iPHSE , Alimah and Islamic studies
	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing	Year 10/11	iPHSE
	The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause	Year 10	Biology
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others	Year 11	iPHSE
	That they have a choice to delay sex or to enjoy intimacy without sex	Year 11	iPHSE
	The facts about the full range of contraceptive choices, efficacy and options available	Year 10 Year 10	Biology iPHSE
	The facts around pregnancy including miscarriage	Year 9 Year 11	Biology Alimah / Islamic studies
	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)	Year 11	iPHSE

	How the different sexually transmitted infections (stis), including HIV and aids, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing	Year 10/11 Year 10	iPHSE Biology
	About the prevalence of some STI's, the impact they can have on those who contract them and key facts about treatment	Year 10/11	iPHSE
	How the use of alcohol and drugs can lead to risky sexual behaviour	Year 8 Year 10	iPHSE
	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	Year 11	iPHSE
	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	Year 9,10	iPHSE
	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	Year 10	iPHSE Computer Science
Mindfulness	How to talk about their emotions accurately and sensitively, using appropriate vocabulary	Year 7-11	iPHSE
	That happiness is linked to being connected to others	Year 7 Year 10	iPHSE
	How to recognise the early signs of mental wellbeing concerns	Year 7-11	iPHSE and whole school events
	Common types of mental ill health (e.g. Anxiety and depression)	Year 7-11	iPHSE and whole school events
	How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health	Year 9	iPHSE
	The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness	Year 9	iPHSE
	The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress	Year 9	iPHSE
Being healthy and growing up	The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health	Year 7	Science
	About the science relating to blood, organ and stem cell donation	Year 10	Biology
	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer	Year 7	Science
	About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics	Year 7 Year 10	iPHSE Biology

	About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist	Year 8	Biology
	The benefits of regular self-examination and screening	Year 10	iPHSE
	The facts and science relating to immunisation and vaccination	Year 8 Year 11	Science Biology
	The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn	Year 9 Year 11	iPHSE
	Basic treatment for common injuries	Year 9	iPHSE
	Life-saving skills, including how to administer CPR 2	Year 9	iPHSE
	The purpose of defibrillators and when one might be needed	Year 9	iPHSE
	Key facts about puberty, the changing adolescent body and menstrual wellbeing	Year 7	iPHSE /Science
	The main changes which take place in males and females, and the implications for emotional and physical health	Year 7	iPHSE /Science