

Sex and relationship education policy



LONDON EAST ACADEMY & AL MIZAN SCHOOL

ISLAMIC SECONDARY SCHOOL FOR BOYS & ISLAMIC JUNIOR SCHOOL

Approved by: Hussain Shefaar

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1. Aims

Our Mission Statement at AMS and LEA commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE 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 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.

The aims of sex and relationship education (SRE) at our school are to:

- Provide an Islamic framework in which sensitive discussions can take place
 - Prepare pupils for puberty and the importance of health and hygiene
 - Help pupils develop feelings of self-respect, confidence and empathy
 - Create a positive Islamic culture around issues of sexuality and relationships
 - Teach pupils the correct vocabulary to describe themselves and their bodies
 - Teaching materials should be appropriate and must take into regard the age and the religious and cultural background of the pupils in attendance at London East Academy
 - Special consideration to the delivery of relationships that coincides with the DFE policy to independent schools. The importance of marriage in British culture will be properly explored with consideration to Islamic principles of partnerships. Also, students will be taught about relationships in modern Britain.
 - As with all curriculum areas the PSHE curriculum will give due regard to The Equality Act 2010 and its three main aims.
1. To eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
 2. To advance equality of opportunity between people who share protected characteristics and people who do not share it .
 3. To foster good relations between people who share a protected characteristic and people who do not share it.
- The primary aim is to create a comfortable environment that allows students to be able to express a personal identity that is conducive to becoming a competent British citizen. As an

Islamic faith school, we are sensitive to Islamic understanding of family and relationships. This is in line with the guidance of the DFE and UK law.

- With the guidance of the Equality Act 2010, our school aims to educate students about all kinds of prejudice and discrimination and how thought and language that can be considered to be prejudicial are eliminated. Moreover, the school aims to be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

2. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved 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
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their SRE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

3. Definition

SRE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity.

4. Delivery of SRE

SRE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE). Boys and girls will be taught separately on some gender specific topics.

Across all Key Stages, pupils will be supported with developing the following skills:

4. Communication, including how to manage changing relationships and emotions
5. Recognising and assessing potential risks
6. Assertiveness
7. Seeking help and support when required
8. Informed decision-making
9. Self-respect and empathy for others
10. Recognising and maximising a healthy lifestyle
11. Managing conflict
12. Discussion and group work

These skills are taught within the context of family life.

5. Roles and responsibilities

5.1 The governing board

The governing board will approve the SRE policy, and hold the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of SRE (see section 7).

5.3 Staff

Staff are responsible for:

13. Delivering SRE in a sensitive way
14. Modelling positive attitudes to SRE
15. Monitoring progress
16. Responding to the needs of individual pupils
17. Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher.

5.4 Pupils

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

6. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory components of SRE.

Requests for withdrawal should be put in writing 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. Alternative work will be given to pupils who are withdrawn from SRE.

7. Training

Staff are trained on the delivery of SRE as part of their induction and it is included in our continuing professional development calendar.

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 SRE.

8. Monitoring arrangements

The delivery of SRE is monitored by Mubarak Omar, Assistant head through:

1. Learning Works
2. Schemes of work and book scrutiny
3. Observations
4. Evaluations

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

This policy will be reviewed by Mohammed Badr, Headteacher annually. At every review, the policy will be approved by the governing body.