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Islamia Girls School/Brondesbury College “The School”

Sex and Relationship Education (SRE) Policy

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1. Overview

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000¹, the National Teenage Pregnancy Strategy² and National Healthy Schools Programme³.

2. What Is Sex and Relationship Education?

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. The School's mission statement is to provide a strong holistic Islamic education that follows the Quran and Sunnah. SRE is an important part of this education and is taught in line with the schools mission statement.

3. Aims

- 3.1. The aim of SRE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our SRE programme aims to prepare students for an adult life in which they can:
- 3.1.1. develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge the kind of relationship they want.
 - 3.1.2. understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
 - 3.1.3. avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
 - 3.1.4. communicate effectively by developing appropriate terminology for sex and relationship issues.
 - 3.1.5. develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
 - 3.1.6. understand the arguments for delaying sexual activity.
 - 3.1.7. understand and discuss the issues related to sexually transmitted diseases.
 - 3.1.8. be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary

¹ (<https://www.gov.uk/government/publications/sex-and-relationship-education>)

² (https://www.education.gov.uk/consultations/downloadableDocs/4287_Teenage%20pregnancy%20strategy_aw8.pdf)

³ (<http://webarchive.nationalarchives.gov.uk/20130903123545/http://www.education.gov.uk/schools/pupilsupport/pastoralcare/a0075278/healthy-schools>)

- 3.1.9. know how the law applies to sexual relationships.

4. Principles and Values

The School believes that SRE should:

- 4.1. Be an integral part of the lifelong learning process, continuing in secondary education.
- 4.2. Be an entitlement for all young people
- 4.3. Encourage every student to contribute to spreading awareness in our community as well as supporting each individual as they grow and learn.
- 4.4. Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance that different families have different approaches.
- 4.5. Encourage students and teachers to share and respect each other's views. The important values are love, respect and care for each other.
- 4.6. Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- 4.7. Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- 4.8. Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

5. Themes of SRE

Sex and Relationship Education in our Schools have three main elements:

- 5.1. Attitudes and Values
 - 5.1.1. learning the importance of values, individual conscience and moral choices;
 - 5.1.2. learning the value of family life, stable and loving relationships, and marriage;
 - 5.1.3. learning about the nurture of children;
 - 5.1.4. learning the value of respect, love and care;
 - 5.1.5. exploring, considering and understanding moral dilemmas;
 - 5.1.6. developing critical thinking as part of decision-making
 - 5.1.7. challenging myths, misconceptions and false assumptions about normal behaviour.

5.2. Personal and Social Skills

- 5.2.1. learning to manage emotions and relationships confidently and sensitively;
- 5.2.2. developing self-respect and empathy for others;
- 5.2.3. learning to make choices with an absence of prejudice;
- 5.2.4. developing an appreciation of the consequences of choices made;
- 5.2.5. managing conflict;
- 5.2.6. empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

5.3. Knowledge and Understanding

- 5.3.1. learning and understanding physical development at appropriate stages;
- 5.3.2. understanding human sexuality, reproduction, sexual health, emotions and relationships;
- 5.3.3. learning from an Islamic perspective about contraception and the range of local and national sexual health advice, contraception and support services

6. Organisation and Content of Sex and Relationship Education

- 6.1. Our Schools specifically deliver Sex and Relationship Education through its PSHE Programme, RS and Science lessons at KS3, and KS4.
- 6.2. Much of the Sex and Relationship Education at our Schools takes place within PSHE and KS3 Science lessons. Tutors generally deliver the PSHE Curriculum with support from professionals where appropriate. Form Tutors work closely with their tutees over a number of years and are usually the best people to work with students on many of the SRE topics as they are aware of each student's individual circumstances. SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of nurturing, loving relationships is not forgotten.
- 6.3. The PSHE Programme and Science National Curriculum is taught in every year.
- 6.4. Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions,

we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

- 6.5. Expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered with the year team or from the SLT, Science and RS/IS teachers who will help with planning or delivery of lessons if required.
- 6.6. Continuous assessment is carried out by teachers, pupils and peer assessment of knowledge and understanding, interpersonal skills, and attitudes on a regular basis.
SLT will assess and review the effectiveness of the SRE policy annually.

7. Inclusion

7.1. Ethnic and Cultural Groups

7.1.1. We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in SRE and we will liaise with parents accordingly. We will respond to parental requests and concerns. However we will educate them on any practices that are deemed illegal in the UK (e.g FGM)

7.2. Students with Special Needs

7.2.1. We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

7.3. Sexual Identity and Sexual Orientation

7.3.1. We aim to deal sensitively and honestly with issues of sexual orientation and answer appropriate questions. Sexual orientation is a personal matter and the school will work with pupils and parents should any issues arise.

8. Right of Withdrawal of Students from Sex and Relationship Education

- 8.1. Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of Sex and Relationship Education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any SRE resources the school uses.

9. Confidentiality, Controversial and Sensitive Issues

- 9.1. Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or the Head Teacher of any disclosure unless the Head Teacher has specifically requested them to do so.
- 9.2. In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:
 - 9.2.1. the young person will be persuaded, wherever possible, to talk to their parent/carer and if necessary to seek medical advice.
 - 9.2.2. child protection issues will be considered, and referred if necessary to the Child Protection Officer under the school's procedures.
 - 9.2.3. the young person will be properly counselled about the law, including precise information about where young people can access medical information, support and other advice services.
- 9.3. In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.
- 9.4. Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

10. Monitoring and Evaluation of Sex and Relationship Education

- 10.1. It is the responsibility of the SLT and RS department to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and annual monitoring and evaluation exercise led by the School Leadership Team.
- 10.2. The School Committee is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy
- 10.3. Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

This policy should be read in conjunction with the Schools *Child Protection Policy, Behaviour Policy, Anti Bullying Policy, Curriculum Policy, Diversity Equality Policy, Personal Development Policy and Spiritual, Moral, Social & Cultural Policy.*