

Relationships and Sex Education Policy (RSE)

At LNS it is our firm belief that relationship and sex education is an important part of the curriculum. At the time of the prophet (saws), men and women were never too shy to ask the prophet about all affairs, including such private affairs as sexual life, so as to know the teachings and rulings of their religion concerning them. As Aisha, the wife of the prophet testified, "Blessed are the women of the Ansar (the citizens of Madina). Shyness did not stand in their way seeking knowledge about their religion." It is in this light that we promote an open and honest dialogue with students and parents.

1. WHAT IS SEX EDUCATION?

The term relationships and sex education-RSE- is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to the DfE guidance, RSE is:

Lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health’.

DFE ‘Sex and Relationships Guidance’, 2000

Our policy aims to:

- Promote pupils’ spiritual, moral, social and cultural development and prepare all of them for the opportunities, responsibilities and experiences of life with an Islamic understanding so they can make good use of that information
- support pupils in managing puberty and adolescence and prepare them for an adult life as young British Muslims in which they can:
 - Be aware of their own responsibilities towards becoming young women.
 - Be aware of personal hygiene issues.
 - 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.
 - Behave responsibly within personal relationships.
 - Have sufficient information about STIs including HIV.
 - Neither exploits others nor be exploited.
 - Access confidential advice and support.

- Inform pupils about relationships, emotions, sex, sexuality and sexual health.
- Protect themselves from abuse, exploitation, and STDIs.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, religions, sexuality, feelings and views.

Place in the curriculum

The main RSE programme will be delivered through Life Skills lessons, Islamic Studies modules, tutorials and Science lessons.

Answering pupils' questions

The school believes that pupils should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a pupil may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing clear ground rules with pupils and by taking an approach that encourages pupils to be mature and sensible. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the pupil who asked it. If a question is too personal, teachers will remind pupils about the ground rules and if necessary point out appropriate sources of support. If a teacher is concerned that a pupil is at risk of abuse they will follow the school's child protection procedures. All staff are advised to seek the support and advice of the Islamic Studies Coordinator in all sensitive matters.

What kind of language will be considered acceptable and appropriate for use in RSE lessons

All staff are expected to:

- Use the correct terms for all body parts as this is deemed good practice.
- Openly teach pupils what 'slang' words mean and that some are offensive.
- Avoid the use of any slang.

Pastoral support for pupils who experience difficulties

Students must always have someone whom they can speak to. Staff must make themselves approachable and to provide caring and sensitive pastoral support for pupils in a number of ways. Staff may be approached for help on an individual basis and through discussions in their tutor group. They must offer a listening ear and, where appropriate, information and advice.

Confidentiality and informing parents/carers

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures about abuse are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make careful judgements about whether or not a third party needs to be informed.

This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek the consent of the pupil to do so. If appropriate, staff might also inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

How does the school use outside agencies

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in the school.

Policy updated

Next review