



MADANI SCHOOLS FEDERATION

Madani Boys School | Madani Girls School

2024-25

MSF Policy | RSE | Relationships education, relationships and sex education (RSE) and health education

Policy Lead	Role	Action	Date	
H Suleman	Chair of Governors	Policy Ratified by Governing Body		
R Laher	Executive Headteacher	Policy confirmed		
R Maghrabi	SDSL	Policy written	08.03.21	
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Madani Schools Federation

Madani Boys School | Madani Girls School

Relationships education, relationships and sex education (RSE) and health education Policy

In this policy the governors and teachers of Madani Schools Federation (Madani Boys School | Madani Girls School), in partnership with students and their parents, set out our intentions about relationships and sex education (RSE). We set out our rationale for and approach to relationships and sex education in the school. Madani Schools Federation comprises of two schools, namely Madani Boys School and Madani Girls School. References in this Policy to School refer to both schools

This policy has been drafted in consultation with the governors, staff, parents and students and in conjunction with AMS. The policy is reviewed and approved by the governing body annually.

The policy should be read and complied with in conjunction with the following and other referenced documents.

- 2024-25 | MSF Policy | Staff Code of Conduct
- 2024-25 | MSF Policy | Child Protection
- 2024-25 | MSF Policy | Attitude to Learning
- 2024-25 | MSF Policy | SEN
- 2024-25 | MSF Policy | Feedback & Assessment
- 2024-25 | MSF | Visitor / External Speakers Form
- 2019 | DfE | Relationships education, relationships and sex education (RSE) and health education: Statutory guidance for governing bodies, proprietors, Head Teachers, principals, senior leadership teams, teachers (inc. 2021 updates)
- 2021 | DfE | PSHE | Personal, social, health and economic (PSHE) education
- 2021 | OfSTED | Inspecting teaching of the protected characteristics in schools
- Forthcoming statutory guidance and legislation

Chair of Governors: H Suleman, Chair of Governors

Executive Headteacher: R Laher

RSE Development Team:

Parent Governor: Ms Sabreena Short (Governor RSE Working Party)
Parent Governor: Mr Mohummud Yaaseen Kaasim (Governor RSE Working Party)
Ethos: Mufi Mohammed Gaibee (Director of Ethos)
Curriculum: Ms Maryam Chopdat (Assistant Head Teacher)

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1.1 Introduction

At Madani Schools Federation, students are taught to love and cherish their religion and culture, to explore its rich depths and to be enriched by them; and that living an ethical life is a privilege rather than a burden. They are also taught to respect people of other faiths (or no faith), those who come from different cultures and those who choose to lead different lifestyles.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Our RSE programme of study enshrines Islamic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in fulfilling the rights of others (*Huqqul Ibaad*) with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, chastity, integrity, prudence, mercy, and compassion.

The area of the curriculum pertaining to sex education and relationships is handled in a very sensitive manner in the context of the school ethos which reflects the Islamic point of view based on the Qur'an and Hadith's. Madani Schools Federation takes its responsibility to provide relevant, effective and responsible relationships and sex education (RSE) to all its students as part of the school's personal, social, health and economic education (PSHE) curriculum very seriously. The Federation wants parents and students to feel assured that sex education will be delivered at a level appropriate to both the age and development of students, and safe to voice opinions and concerns relating to the sex education provision.

Our school mission commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) 'hearts and minds' and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise students' 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.

1.2 Defining Relationships & Sex Education

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is learning about the physical, social, emotional and legal aspects of human relationships including within peer groups and friendships, as well as within intimate and committed relationships. It should equip young people with the information, skills and positive values to have happy, healthy and safe relationships, to enjoy their impending adulthood and to take responsibility for their personal health and well-being, both now and in the future.

2 Ethos and Values

Relationships education, relationships and sex education (RSE) and health education is a supportive means to help understand and in doing so overcome any challenges and barriers our youth may face. Qur'an and Prophetic traditions have placed a special emphasis of living a

modest and pure life and a solution to these challenges. Our Madani schools' curriculum is built on the foundations of a heart and mind model reflecting the ambition for both educational excellence and the personal holistic development of young people. We believe that to educate the mind we must educate the heart and our correlative heart values derive from our faith designation.

Our RSE teaching will be in accordance with Islamic principles and values. It will emphasise the central importance of marriage and the family whilst acknowledging that all students have a fundamental right to have their life respected whatever household they come from. The significance of marriage and stable relationships as key building blocks of community and society will be emphasised whilst ensuring that there is no stigmatisation of children based on their home circumstances nor of other members of society who chose to enter into other types of relationships that are acceptable under UK law.

Today, I have perfected your religion for you, and have completed My blessing upon you, and chosen Islam as Dīn (religion and a way of life) for you

Al-Quran 5:3

Islam is a complete way of life for Muslims. Its guidance is comprehensive and includes the personal, social, moral, and spiritual aspects of our lives. Our involvement in educating our children about relationships and sex education is precisely because of this; we as Muslims must know how to have healthy, loving, and enriching relationships and know the role of sex in our lives.

Indeed, in the Messenger of Allah you have an excellent example for whoever has hope in Allah and the Last Day and remembers Allah often.

Al-Quran 33:21

And verily, you (O Muhammad, peace and blessings be upon you) are on an exalted standard of character.

Al-Quran 68:4

The Messenger of Allah (peace and blessings be upon him) was the best of all in character and he presented to us a practical example of how to conduct ourselves and live our lives. RSE at our school is centred on the example set by the Messenger of Allah (peace and blessings be upon him) and will be positive and prudent, showing the potential for development, whilst enabling the dangers and risks involved to be understood and appreciated.

The RSE curriculum will aid the development of students' knowledge and understanding, teaching them how to respect themselves and other human beings and will, give students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable students to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship as well as to understand what it means to be in a caring, stable and mutually supportive relationship with another person, and how to control and understand feelings that come with being in a relationship. It will also develop students' knowledge and understanding of contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).

Madani Schools Federation would like to emphasise that by providing a comprehensive RSE programme of study, the school are not encouraging students to become sexually active at a

young age nor is the school promoting students to follow one sexual orientation over another. The aim of this policy is to ensure that the right provision is in place so that students may have all the background knowledge they need (in line with our faith designation) to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy Madani Schools Federation also aim to raise students' self-esteem and confidence, and in doing so develop their communication and assertiveness skills so that they can stay true to their values if challenged by others, their peers or what they see in the media. We aim to teach students' to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our students to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after. RSE thus enables Madani Schools Federation to cover with confidence, a wide range of contemporary and emerging issues in order to prepare students for every aspect of their lives and life in modern Britain as confident young Muslims.

Madani Schools Federation will continue to develop and mould the RSE programme of study as the needs of our students change; meeting the new challenges as they arise in our ever-developing world.

3 Statutory Requirements

3.1 Relationships education, relationships and sex education (RSE) and health education: Statutory guidance

Statutory changes to Government guidance in 2019 ensured that Relationships and Sex Education (RSE), along with Health Education, formed part of the prescribed National Curriculum to be taught from Academic Year 2020-21; with the requirement for it to be fully embedded from 2021-22.

The DfE guidance states that, "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way"¹. This means that they should know what it means to be fully human, to be equipped to manage relationships so that they are healthy and successful and to be enabled to make moral decisions in conscience. The guidance focuses on healthy relationships and keeping children safe in the modern world whilst also covering a wide range of topics relating to physical and mental health, wellbeing, safeguarding and healthy relationships.

3.2 Inspecting teaching of the protected characteristics in schools

The DfE's statutory guidance requires that all schools must:

- take into account the age and religious background of all students and ensure that their teaching is appropriate to their age and religious background, to ensure that the topics outlined in the statutory guidance are appropriately handled
- comply with the relevant provisions of the Equality Act 2010, including that they:
 - must not unlawfully discriminate against students by treating them less favourably because they have one or more of the protected characteristics
 - must make reasonable adjustments to alleviate disadvantage, for example by taking positive action to deal with particular disadvantages affecting a group because of a

protected characteristic. The statutory guidance gives the example of taking positive action to support girls if there is evidence that they are being disproportionately subjected to sexual harassment

- make relationships education and/or RSE accessible for all students, including those with special educational needs and disabilities
- ensure that teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider implications of decisions they may make
- ensure that the materials used to support teaching are appropriate for the age and maturity of students and sensitive to their needs
- ensure that the needs of all students are appropriately met, and all students understand the importance of equality and respect
- ensure that teaching is sensitive and age-appropriate in approach and content
- work closely with parents in all cases when planning and delivering the subjects, ensuring that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that the child be withdrawn from some or all of sex education delivered as part of statutory RSE

If a school does not promote students' awareness and understanding of all the protected characteristics effectively, this may result in a 'requires improvement' judgement for personal development.

3.3 Equal Opportunities – Equality Act 2010

Madani Schools Federation complies with its duties under the Equality Act 2010 and strive to do the best for all of our students, irrespective of disability, educational needs, race, religion, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity or sexual orientation or whether they are looked-after children.

RSE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views are challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation is dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the MSF Attitude to Learning policy and MSF Anti-bullying policy.

The Equality Act 2010 sets expectations on all schools, including faith schools, to promote equality. The Equality Act is clear that schools should take steps to advance equality of opportunity - this means that all schools should be teaching about the rights of all protected characteristic groups, including those for LGBT groups. 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 values and principles. Indeed just as the Equality Act protects against discrimination on the grounds of religion or belief, so it protects against discrimination on the grounds of sexual orientation and gender identity.

3.4 Relationship to other School policies

This policy has due regard to other Madani School Federation policy documents including the schools' Anti-Bullying policy; Child Protection policy; Attitude to Learning policy; SEN policy and other related school policies.

4 Development of Policy / Programme of Study

4.1 Consultation

As an inclusive school community Madani Schools Federation are committed to both consulting and working in partnership with all stakeholders to develop this policy and the RSE programme of study. These have included AMS (UK), Governors, Parent's/Carer's, Staff and students and other local schools including primary schools.

As part of the consultation the following elements have been carried out before ratification of the policy by Governors.

- Review and audit of current curriculum
- RSE Governor and Trustee consultations
- RSE Governor Presentation
- RSE Consultation Presentation to Parent's, Staff and students
- Whole Staff consultation
- Parental consultation
- Student consultation
- Sharing of consultation feedback

These elements have involved the opportunity for stakeholders to find out more about what will be taught in RSE through a webinar, view the materials and resources being used in lessons on the school website and discover how best students can be supported to discuss these topics at home. Other aspects of the consultation have involved stakeholders to review the policy and programme of study for RSE through our website with the opportunity to provide direct feedback through both an online questionnaire and feedback form and consultation email group. The consultation also involved the opportunity to book bespoke meetings where stakeholders felt the need to discuss aspects of the policy / programme of study or where further more specific feedback or queries/clarification were required.

Feedback from the consultation was taken into account and shared with all stakeholders via the website before ratification of this policy.

4.2 Association of Muslim School (AMS)

The framework for the RSE programme of study has been developed in conjunction with the Association of Muslim School (AMS). One of the core roles of AMS UK is to represent the views and interests of Muslim schools to the Department of Education, statutory bodies and the private sector where appropriate. An important aspect of this role involves participation in consultation forums on education policy and guidance. AMS UK also makes written submission, where appropriate to consultations on education policy changes, particularly those that may impact on Muslim schools and the provision of values-based, faith-sensitive education.

All the statutory requirements of RSE are included in the Madani Schools Federation programme of study and are to be delivered in accordance with Madani Schools Federation faith designation, ethos and values. This approach is based on government guidelines which state that "All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex" (DfE 2019 RSE).

5 Implementation

5.1 Cross-curricular dimension

Madani School Federation take a whole school collaborative approach to RSE and the variety of themes are integrated throughout subject areas across the school, rather than solely addressed separately or in one-off lessons. This broad and balanced approach to RSE has been established within the Madani curriculum for some time and is reflected in the curriculum design, content, sequence and coverage of programmes of study to provide students with the essential knowledge, understanding and skills they require and to equip them both for future learning and life.

There are particular links with the Heart for Life and ICT curriculum areas where there may be a focus on certain aspects of the PSHE and RSE programmes of study in line with the Heart for Life and ICT curriculums. Similarly, there are particular links with the Religious Education and curriculum areas to establish clear Islamic guidance and to ensure that this provision is delivered within the ethos of the school community. RSE is delivered as part of the whole school PSHE framework with support facilities clearly signposted and available to all Madani School Federation students.

In many cases, the RSE content relates to the Science curriculum. The Science National Curriculum sets out the sex education topics which must be taught to all students. These statutory curriculum topics are taught by the Science (Biology) curriculum area as follows:

Key Stage 3 (age 11-14)

Reproduction

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

Key Stage 4 (age 14-16 years)

Health, disease and the development of medicines

- the relationship between health and disease
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs); non-communicable diseases; the impact of lifestyle factors on the incidence of non-communicable diseases.

Coordination and control

- principles of hormonal coordination and control in humans, hormones in human reproduction, hormonal and non-hormonal methods of contraception
- Evolution, inheritance and variation
- sex determination in humans

Students will receive clear scientific information and they will cover aspects of the law pertaining to RSE (to include - forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Madani Schools Federation will ensure that all students have access to the learning they need to stay safe, healthy and understand their rights as individuals.

5.2 Curriculum Overview

The curriculum and associated programmes of study are graduated to ensure content is both age appropriate and developmentally appropriate. It is taught in a sequenced approach

building upon students' prior knowledge and aiding in their skill development. Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries and students are provided with the information they need to make an informed choice at relevant points within their school life.

All students have a right to develop an age appropriate understanding of RSE topics. This will prepare students for the opportunities, responsibilities and experiences of adult life and will enable the promotion of their spiritual, moral, social, cultural, mental and physical development, at school and in society.

In Relationship and Sex Education the following topics will be covered in an age-appropriate manner:

- Families;
- Respectful Relationships, including Friendships;
- Online and Media;
- Being Safe;
- Intimate and Sexual Relationships, including Sexual Health

The Health Education element of RSE will cover the following topics in an age-appropriate manner:

- Mental Wellbeing;
- Internet Safety and Harms;
- Physical Health and Fitness;
- Healthy Eating;
- Drug, Alcohol and Tobacco;
- Health and Prevention;
- Basic First Aid;
- The Changing Adolescent Body (Puberty)

A curriculum overview of the RSE programme of study is included in Appendix 1.

5.3 Curriculum Objectives

Curriculum objectives are managed with care to ensure that all teaching is sensitive and inclusive in its approach and content and with respect to the backgrounds and beliefs of students and parents. It is delivered with reference to the law ensuring students understand what is and isn't lawful in respect of their and others rights. Teaching of sensitive issues combine a facts-focused approach with clear ethos-based guidance, particularly around the areas of intimate relationships and contraception.

Curriculum objectives that will be covered through the RSE programme of study are included in Appendix 2.

5.4 Key Aspects

Three aspects of RSE - *knowledge and understanding, attitudes and values, and personal and social skills* will be provided in three inter-related ways through: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

Key Aspects that will be developed through the RSE programme of study include:

To **know and understand**:

- Islamic teaching on relationships and the nature and meaning of sexual love;
- Islamic teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;

- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values, and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

To develop in students, the following **attitudes and virtues**:

- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- recognising and valuing their own sexual identity and that of others;
- reverence for the gift of human sexuality and fertility;
- fidelity in relationships.

To develop in students, the following **personal and social skills**:

- making sound judgements and good choices which have integrity, and which are respectful of each individual's personal commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse, and bullying;
- managing emotions within relationships, and when relationships break down, managing these with confidence, sensitivity, and dignity;
- managing conflict positively and 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 thus developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

5.5 Pedagogy

Whilst promoting Islamic values and virtues, and teaching in accordance with Islamic principles, Madani Schools Federation will ensure that students are offered a balanced programme by providing an RSE curriculum that offers a range of viewpoints on issues. Students are encouraged to ask perceptive questions to form knowledge-led opinions to equip them with the tools to deal with any challenges they may face within their school lives and in the wider world.

Pedagogy is through Quality First Teaching and a range of teaching strategies are used to include but not limited to:

- distancing techniques
- discussion
- project learning
- reflection
- experiential aspects
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

Madani Schools' Federation assess each resource that they propose to use to ensure that it is appropriate for the age and maturity and sensitive to the needs of students.

5.6 Inclusion and Differentiated Learning

Madani Schools' Federation acknowledge that students of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods will take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Students with additional needs will receive appropriately differentiated support to enable them to achieve desired outcomes. Teaching methods will be adapted to meet the varying / specific needs of students at different developmental stages in line with the MSF SEN policy.

Madani Schools Federation will ensure that RSE is taught sensitively to the needs of individual students in respect to their different abilities, levels of maturity and personal circumstances and is taught in a way that does not subject students to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help

Madani Schools Federation will consider the makeup of their own student body, including the gender ie. Madani Boys School | Madani Girls School and the age range of students being taught ie. Year group, and consider whether it is appropriate or necessary to put in place additional support for students with particular protected characteristics (which mean that they are potentially at greater risk).

Madani Schools will consider the methods by which it can foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, particularly in respect of its two single sex schools and will provide an environment, which challenges perceived limits on students based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

5.7 Assessment

Students are assessed in line with the Schools Assessment Policy with students Learning, Attitude to learning and ARC (Akhlaaq, Respect & Character) assessed according to the learner characteristics they demonstrate ie. Reflective learner; Proactive learner; Reactive learner and Ineffective learner.

6 Right to withdraw children from the sex education element of RSE

Madani Schools Federation aim to ensure that every parent and carer will have full confidence in the school's RSE programme to meet their child's needs and will do everything it can to ensure that parents are comfortable with the education provided.

Madani Schools Federation recognise that the school will be able to deliver successful outcomes for students when collaboration is strong, particularly between students, parents, and the school. Parents/Carers can also request access to view the resources and information being used in the RSE programme of study.

Madani Schools Federation will support parents/carers by keeping them informed about all aspects of the RSE curriculum and will provide material to be shared with their child(ren) at home as necessary. Madani Schools Federation aim to deliver workshops annually to support parents/carers in finding out more and to help them support their child(ren) at home. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered, to allay concern and to enable them to be prepared to talk to and answer questions from children about their learning.

Parents/carers **have the statutory right** to withdraw children in their care from the sex education element of RSE up until three terms before their child turns 16 at which point the child can decide for themselves if they wish to receive sex education.

Parents/carers **do not have the right** to withdraw their child(ren) from any parts of the curriculum which fall under

- the Science National Curriculum orders;
- Relationship Education elements of RSE and;
- Health Education elements of RSE.

Any parent wishing to withdraw their child from RSE must notify the head teacher setting out their reasons for wanting to exercise their 'right to be excused from Sex Education'. A meeting will then be held with the headteacher to discuss:

- parents/carers concerns / request and, as appropriate, with the child to ensure that their wishes are understood and;
- to clarify the nature and purpose of the curriculum
- the benefits of receiving this important education.
- any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher

This meeting will be documented to ensure a record is kept.

Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents/carers 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 will make arrangements to provide the student with sex education during one of those terms.

If a student is excused from sex education, the school will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

Madani Schools Federation acknowledge that the final decision is for the parent to take. If a parent does wish to exercise their Right (for their child(ren) to be excused from Sex Education, a request must be made in writing via the rseconsultation@madani.leicester.sc.uk email addressed to the head teacher.

This process is the same for students with SEND. However there may be exceptional circumstances where the head teacher may want to take a student's specific needs arising from their SEND into account when making this decision.

Madani Schools Federation believe that the controlled environment of the classroom is the safest place for the RSE curriculum to be followed and that RSE is a vital part of the school curriculum supporting a child's development. Madani Schools Federation strongly urge parents/carers to carefully consider any request before making a decision to excuse their child from this aspect of school life.

Parents/Carers have been consulted before this policy was ratified by the governors. They have been consulted at every stage of the development of the RSE programme, and will be consulted during the process of monitoring, review, and evaluation.

7.1 Dealing with Sensitive and Controversial Questions

The governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that students can ask questions freely, be confident that their questions will be answered and be sure that they will be free from bullying or harassment from other children and young people.

There may be sensitive or controversial issues raised by students when discussing certain topics in RSE. These may be due to their own experiences or because of the values that they hold. The governors believe that children are best educated and protected from harm and exploitation when given the opportunities to discuss such issues openly within the context of the RSE programme.

The use of negotiated (between teachers and students) and established ground rules before issues of a sensitive/controversial and/or emotional nature are discussed will help to create a supportive climate.

Where topics of a sensitive/controversial and/or emotional nature are to be discussed, teachers will ensure that they aware of students within their groups who may have personal responses and will develop inclusive teaching strategies (differentiation) to ensure that all students can access the content and contribute fully in a supportive environment. Teachers will consider the appropriateness of any discussions within a whole-class setting.

Other strategies that staff may use to support may be:

- an anonymous question box; this will enable students to feel more comfortable to ask questions without being identified
- making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time
- ensuring students are aware of the lesson content prior to the lesson
- signposting sources of support and help

7.2 Confidentiality

Madani Schools Federation promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and believe that students respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

All lessons, especially those in the RSE programme, will have the best interests of students at heart, enabling them to grow in knowledge and understanding of relationships and sex education developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Islamic understanding of what it means to be fully human.

Madani Schools Federation aim to provide a safe and supportive school environment where students feel comfortable talking to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education either at school or at home. In accordance with the MSF Child Protection policy Staff Members / Teachers will not advise students on direct personal matters, they will instead refer students as appropriate to the DSL and/or Health and Mentoring support services available at school.

Students will be encouraged to talk to their parents/carers about the issues which are discussed in the RSE programme of study.

Personal information about students who have approached a teacher for discussion should only be shared for safeguarding purposes as appropriate. This will be with a designated member of staff ie. The Designated Safeguarding Lead and other statutory agencies as appropriate.

Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures.

Staff members / Teachers will explain to students that they cannot offer unconditional confidentiality.

7.3 Safeguarding

Students need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a child protection issue. If this is the case, the Madani School Federation Child Protection policy and safeguarding procedures must be followed.

Teachers will need to be aware of the needs of their students and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse, they are required to follow the school's Safeguarding Policy and immediately inform the Designated Safeguarding Lead (and the Police in the case of suspected cases of FGM)

If there is a child protection concern, the information must only be shared in accordance with the Madani Schools Federation Child Protection and Safeguarding procedure.

8 Training

Training and continuous CPD is an important element in ensuring the rigour of the RSE programme of study at Madani Schools Federation. It is important that staff feel comfortable to take RSE focused classes and answer questions from students. If the teacher does not feel confident leading RSE discussions then that is likely to be reflected by the students, and their learning will be compromised.

The Association of Muslim Schools (AMS UK) will continue to provide specific staff training on the RSE curriculum.

Annual Safeguarding training and training around confidentiality is in place for all staff members with continuous Safeguarding bulletins throughout the year.

Specific training on how to deal with difficult questions is provided in-house by our dedicated specialist RSE development team. This provides the opportunity for times where staff may be faced with a difficult question in class that they may feel uncomfortable or ill equipped to answer.

9 External Visitors

Madani Schools Federation will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always compliment the current programme and never substitute or replace teacher led sessions. All external visitors will be fully vetted and clearly informed about their role and responsibility whilst they are in school delivering a session. All visitors will have to adhere to our code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'

Health professionals will follow the Madani Schools Federation policies using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all support provided follows the schools faith designation and ethos.

10 Roles and Responsibilities

10.1 RSE Development Team

The RSE Development team are responsible for running the consultation, liaising with all stakeholders and planning and organising the RSE programme of study.

Parent Governor:	Ms Sabreena Short (Governor RSE Working Party)
Parent Governor:	Mr Mohummud Yaaseen Kaasim (Governor RSE Working Party)
Ethos:	Mufti Mohammed Gaibee (Director of Ethos)
Policy:	Rameses Maghrabi (Deputy Headteacher)
Curriculum:	Ms Maryam Chopdat (Assistant Head Teacher)

10.2 Other Roles and Responsibilities

Governors

- draw up the RSE policy, in consultation with parents and teachers;
- *develop the RSE policy and review and approve it on a yearly basis.*
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g. SEN, the ethos of the school and our Islamic beliefs;
- ensure that parents know of their right to withdraw their children;
- establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

Head teacher

- overall delegated responsibility for the implementation of this policy

- liaison with the Governing Body, parents, the Local Education Authority, and appropriate agencies.
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to sex education.
- *communicate with staff, parents and the governing body to ensure that everyone understands the school policy and curriculum for sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate.*

Assistant Head teacher (Personal Development)

- responsibility for supporting other members of staff in the implementation of this policy
- provide a lead in the dissemination of the information relating to RSE and the provision of in-service training
- take responsibility for overseeing and monitoring the RSE programme of study across the school
- ensure that sex education is age-relevant and appropriate across all year groups
- ensuring that the curriculum develops as our students do and meets their needs.
- ensure that the knowledge and information regarding RSE to which all students are entitled is provided in a comprehensive way
- provision of training in relation to various elements of RSE

Director of Ethos

- areas linked to the schools faith designation and ethos are addressed.
- ensure that relevant staff are given regular and ongoing training on ethos issues relating to RSE and how to deliver lessons on such issues
- provision of staff training on the handling of controversial issues and response to awkward questions
- support parental involvement in the development of the RSE curriculum.
- ensure that their personal beliefs and attitudes will not prevent them from providing a balanced RSE in school.
- Monitoring of delivery of RSE lessons

Designated Safeguarding Lead

- responsibility for child protection and adherence to child Protection policy
- provision of safeguarding and confidentiality training for staff
- monitoring of adherence to relevant Child Protection policies
- provision of support and signposting for staff and students

All Staff

- have a responsibility of care; as well as fostering academic progress
- actively contribute to the guardianship and guidance of the physical, moral, and spiritual well-being of their students.
- contribute to the development of students' personal and social skills
- are involved in developing the attitudes and values aspect of the RSE programme.
- are role models for students demonstrating good, healthy, wholesome relationships between each other, other adults and students
- ensure that they are up to date with school policy and curriculum requirements regarding sex education
- attend and engage in professional development training around sex education provision
- encourage students to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously
- seek support from a DSL and/or signpost students to Mentoring / Health support services available at the school particularly where there is a Child Protection concern and/or they don't feel comfortable dealing with an issue
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school
- teach RSE in accordance with the Islamic ethos of the school

- provide feedback on their experiences of RSE provision

Parents/Carers

- create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through school RSE
- seek additional support in this from the school where they feel it is needed
- provide feedback on their experiences of RSE provision

Students

- attend their Heart for Life lessons and any other lessons where RSE is being taught
- recognise the importance of RSE as a tool to aid their personal development
- support one another with issues that arise through RSE
- are considerate of other people's feelings and beliefs
- comply with confidentiality and class ground rules that are set in class are key to effective provision. Students who regularly fail to follow these standards of behaviour will be followed through with the school's Attitude to Learning policy
- raise their queries / concerns in confidence with a member of staff
- ask questions where they are unsure or wish to seek knowledge
- provide feedback on their experiences of RSE provision

11 Monitoring and Evaluation

The educational and personal needs of our students develop in line with varying societal pressures and economic change. Madani Schools Federation's aim is to provide RSE that is relevant and tailored to meet the needs of all of our students, depending on their age and stage of personal development.

The RSE curriculum will be reviewed annually by the Assistant Headteacher: PD and Director of Ethos. Parents/carers will be informed of any revisions to the RSE policy and accompanying programmes of study including the sex education element. This feedback will also include whether there have been any statutory changes which may affect the policy.

The effectiveness of the RSE policy and programmes of study will be monitored through:

- annual stakeholder feedback via a questionnaire with each stakeholder group (Students, Parents/Carers and Staff)
- a needs assessment of all students based on Ethos feedback, Safeguarding information and PASS data
- feedback discussion from students, staff and parents/carers meetings
- student focus group feedback meetings
- the examination of plans, schemes of work and samples of students work at regular intervals
- the review of assessment data
- lesson observations and learning walks
- information received from national reports and curriculum reviews

The results of the evaluation including opinions on provision and feedback comments will be reviewed by the RSE Development Team and reported to Governors. These will then be taken into consideration when the curriculum is prepared for the following year's students. In this way, the school will be responsive to the needs for any change in the RSE programme of study.

Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

12 Ratification, Implementation and Review of RSE Policy

Ratification of the RSE policy will take place after final consultation with Governors during Summer term 2024. The policy will then be implemented over the Summer term.

This policy will be reviewed every year by the Governing Body, the Head teacher, the Director of Ethos and the Assistant Headteacher: Personal Development

The next review date is Summer Term 2024-25.

13 Dissemination

The policy will be available to all stakeholders on the Madani Schools Federation website. Hard copies of the policy are available on request to the School Office

Details of the content of the RSE programme of study will be published on the school's website.

14 Complaints

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the school and follow the Madani Schools Federation Complaints policy.



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