



Al-Hijrah School  
مدرسة الهجرة

# SEX & RELATIONSHIP EDUCATION

Date	January 2017
Review Date	AS REQUIRED
Date agreed by I.E.B	To be agreed by IEB January 2017
Document control number	ALHS00106

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# Sex & Relationship Education (SRE) Policy

## 1. Introduction

- 1.1 This Policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme. The Policy takes into account Al-Hijrah School's ethos and Islamic nature. The Consultation Process has involved:
- Reference to Qur'an and Sunnah;
  - Pupil focus groups and School Council;
  - Consultation to parents/carers;
  - Review of SRE curriculum content with staff and pupils;
  - Consultation with school Governors.

## 2. What Is Sex & Relationship Education (SRE)?

- 2.1 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 in keeping with the teachings of Islam through the Qur'an and the practice of the Prophet Muhammad (SAW).

## 3. Principles & Values

- 3.1 Al Hijrah believes that SRE should:
- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
  - Be an entitlement for all young people;
  - Encourage every student to contribute and aims to support each individual as they grow and learn;
  - That pupils are aware of various types of families;
  - Encourage students and teachers to share and respect each other's views – we are aware of different approaches to sexual choice, with promotion of the Islamic family structure;
  - Encourage the important values of love, respect and care for each other, in particular love of The Creator;
  - Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
  - Recognise that parents/carers are the key people in teaching their children about intimate relations, relationships and growing up – we aim to work in partnership with parents/carers and students, consulting them about the content of programmes;
  - 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 as needed (within the parameters of the school's ethos).

## 4. Main Elements

- 4.1 SRE in this school has three main elements:

#### 4.2 Attitudes & Values

- a) Learning the importance of values, individual conscience and moral choices;
- b) Learning the value of family life, stable and loving relationships, and marriage;
- c) To include the role of husband and wife including polygamy.
- d) Learning about the nurture of children;
- e) Learning the value of respect, love and care and the status of all family members;
- f) Exploring, considering and understanding moral dilemmas;
- g) Developing critical thinking as part of decision-making;
- h) Understanding how prayer and dhikr can support and give strength.

#### 4.3 Personal & Social Skills

- a) Developing a close relationship with Allah (SWT);
- b) Learning to manage emotions and relationships confidently and sensitively;
- c) Developing self-respect and empathy for others;
- d) Learning to make choices based on reward and the Pleasure of Allah (SWT);
- e) Developing an appreciation of the consequences of choices made;
- f) Managing conflict;
- g) Empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

#### 4.4 Knowledge & Understanding

- a) Learn that Allah (SWT) is the Creator and Provider for all
- b) Understand the purpose of the created
- c) Learning and understanding physical development at appropriate stages;
- d) Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- e) Learn methods to support, control and understand emotions and needs;
- f) Know and understand qualities to value in a potential spouse;
- g) Learn the importance of marriage and the blessings that are associated with it;
- h) Learning about contraception and the range of local and national sexual health advice, contraception and support services, within the Islamic framework;
- i) Learning regarding Allah's guidance for intimate relations with ones spouse in the safe and sacred institution of marriage;
- j) Understand that unplanned pregnancies would not occur if all the above is met.

### **5. Aims**

5.1 Al-Hijrah School is an Islamic school with an Islamic ethos. We aim to develop the love for Allah (SWT) and the Prophet (SAW) in the hearts and actions of our children. We aim to encourage the adoption of an Islamic lifestyle with respect to intimate relations.

5.2 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:

- a) Develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- b) Have the confidence and self esteem to value themselves and others;
- c) Understand the consequences of their actions and behave responsibly within pastoral relationships;
- d) Avoid being exploited or exploiting others or being pressured into unwanted relationships;
- e) Develop a character that is exemplary (be a role model);
- f) Communicate effectively by developing appropriate terminology for relationship issues;

- g) Develop awareness of themselves and understand human sexuality;
- h) Challenge sexism and prejudice, and promote equality and diversity in the light of Islam;
- i) Understand the Islamic guidance with regards to intimate relations and marriage;
- j) Understand the reasons for family planning within the Islamic context;
- k) Have sufficient information and skills to protect themselves against undesired actions;
- l) Be aware of sources of help and advice;
- m) Acquire the skills and confidence to access confidential health and Islamic advice;
- n) Know how the Islamic and British Law applies to sexual relationships.

## **6. Organisation & Content of SRE**

- 6.1 See Appendix 1: SRE Map
- 6.2 Al-Hijrah School specifically delivers SRE through its PSHE Programme, RE and Science lessons at KS3 and KS4.
- 6.3 Tutors generally deliver the PSHE Curriculum. 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 relationships is not forgotten. RE/IS covers areas of SRE from a moral and religious perspective in both key stages.
- 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 More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered within the section.
- 6.6 Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

## **7. Inclusion**

### **7.1 Ethnic & Cultural Groups**

We intend our policy to be sensitive to the needs of different ethnic groups. Girls and boys will be taught in separate groups as is the established ethos of the school. We will respond to parental requests and concerns.

### **7.2 Students with Special Educational Needs (SEN)**

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

## **8. Right of Withdrawal of Students from SRE**

- 8.1 Some parents/carers 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 the SRE lessons except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative

arrangements in such cases. Parents/carers are encouraged to discuss their decisions with staff at the earliest opportunity.

## **9. Confidentiality, Controversial & Sensitive Issues**

- 9.1 Teachers cannot offer unconditional confidentiality. Teachers are to inform the Head Teacher of any disclosures. In a case where a teacher learns from an under 16 year old that they are having or contemplating intimate relations:
- a) The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice;
  - b) Al-Hijrah will support the child to discuss this with their parent/carer;
  - c) Child Protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- 9.2 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.
- 9.3 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.
- 9.4 Complies with your school Confidentiality Policy if it is a separate document.

## **10. Monitoring & Evaluation of SRE**

- 10.1 It is the responsibility of the PSHE Coordinator 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 yearly monitoring and evaluation exercise led by the SLT.
- 10.2 The RE HoD is responsible for SRE teaching in the context of an Islamic ethos.
- 10.3 The Governors are responsible for overseeing, reviewing and organising the revision of the SRE Policy.
- 10.4 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 SRE Policy as well as on support and staff development, training and delivery.



Key Stage 4 Topics	RE	SCI	PHSE	SEAL	YEAR 10	YEAR 11
Sexual morality and sex outside marriage, prohibition of co-habitation extra-marital and pre-marital sex, together with the Islamic view of it.					X (RE)	
The law relating to sexual behaviour.	X					
Relationship and marriage breakdowns, divorce.					X (RE)	
Abuse, rape and incest	X					
Personal hygiene – among the various types of pads, tampons may not be appropriate due to insertion.			Tahara/ Wudhu			
The abuse of human relationships by the media and internet; pornography; prostitution.	X					
Amore sophisticated understanding of parenting skills.	X					
Choosing a marriage partner and knowing your values.	X				X(RE)	
Common law marriage.	X					
Expectations and realities of marriage; commitment, children and childcare.	X				X (RE)	
Illegitimacy, teenage pregnancy and abortion.	X					
Keeping safe from abuse.	X					