



Sex and Relationship Education (SRE) Policy

O you who believe, uphold justice and bear witness to Allah, even if it is against yourselves, your parents, or your close relatives. Whether the person is rich or poor, Allah can best take care of both. Refrain from following your own desire, so that you can act justly- if you distort or neglect justice, Allah is fully aware of what you do.

Quran 4:135

Approved by:

Governing
Board

Last reviewed: Spring 2022

Next review due by:

Spring 2023

Sex and Relationship Education (SRE) Policy

1 Introduction

1.1 Noor UI Islam Primary School has based its school's Sex and Relationship Education policy on the national guidance from the DfE document *Sex and Relationship Education (SRE) Guidance published in July 2000 (ref DfEE 0116/2000 – appendix 1)*. In this document, SRE is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. SRE/ Human Development is taught through compulsory science lessons and during the personal, social and health (PSHE) education and RE (Islamic Studies) curriculum in our school. While we use SRE to inform children about human development, informally the child will learn about matters of morality and individual responsibility, through the values and ethos of the school and through contact with other children. This enables children to ask and explore moral questions.'

2 Aims and objectives

2.1 We teach children about:

- the physical development of their bodies as they grow into adults;
- respect for their own bodies and the importance of hygiene;
- the importance of family life;
- relationship issues;
- what they should do if they are worried about any matters related to sex.

3 Context

3.1 We teach SRE in the context of the school's aims and values framework. While SRE in our school means that we give children information about human development, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach SRE in the belief that:

- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others,
- it is important to build positive relationships with others, involving trust and respect;

4 Organisation

4.1 We teach SRE through different aspects of the curriculum. While we carry out the main SRE teaching in our personal, social and health education (PSHE) curriculum, this also forms a part of the RE curriculum as this development affects their role as a responsible human.

4.2 In PSHE we teach children about relationships, and we encourage children to discuss issues. We explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

4.3 In Key Stage 1 we teach children about how animals, including humans, move, feed and grow, and we also teach them about the main parts of the human body. Children learn to appreciate the similarities and differences between themselves and others and learn to treat them with respect and sensitivity. In Key Stage 2 we teach about life processes common to humans including nutrition, growth and human development.

4.4 In Year 5 we place a particular emphasis on health education, as many children will soon be experiencing puberty. We liaise with parents about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how their bodies change during puberty, and for girls to know what menstruation is, how it affects women, how to be hygienic during and after the cycle and for both boys and girls how to take a ghusl. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

4.5 We arrange a meeting for all parents and carers of children in Year 5 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

4.6 We teach the girls and boys separately and have a female teacher for the girls and a male teacher for the boys.

5 The role of parents

5.1 The school is well aware that the primary role in children's SRE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's SRE policy and practice;
- answer any questions that parents may have about the SRE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for SRE in the school;
- encourage parents to be involved in reviewing the school policy inform parents about the best practice known with regard to Islamic SRE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

5.2 Parents have the right to withdraw their child from all or part of the SRE programme that we teach in our school. If a parent wishes their child to be withdrawn from SRE lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. The school is happy to discuss any concerns a parent has.

6 The role of the Headteacher

6.1 It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our SRE policy, and that the policy is implemented effectively. Parents can request a copy of the policy from the school if they would like to view it. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

6.2 The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

7 Monitoring and review

- 7.1** The governing body monitors and reviews our SRE policy at least once every two years. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the SRE programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the SRE programme that we teach in our school.