



## **SRE/ Hayaa Education Policy (Sex Relationship and Education)**

In the name of Allah, The Most Kind, The Most Merciful. And peace and blessings be upon our beloved Prophet.

Allah the exalted says: "And when they tasted of the tree, their private parts became apparent to them, and they began to fasten together over themselves from the leaves of Paradise". 7/22

Sayyidunana Anas Ibn Malik (may Allah be pleased with him) says that the Holy Prophet ﷺ said, "Verily, there is a (special) morality of every religion. And the (special) morality of Islam is modesty." (Ibn Majah)

### **Rationale**

The Hayaa (SRE) programme **reflects the school's religious ethos and values**. It demonstrates and encourages the following values:

- Hayaa;
- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

### **Aims**

We believe that Sex and Relationships Education (SRE) is provided in a way that promotes the values of hayaa (modesty) and promotes relationships which support morality, importance of marriage and stable family life.

Hayaa provision is best delivered as part of the Personal, Social and Health Education (PSHE) & Islamic Studies programme delivered throughout the school. The PSHE programme goes beyond National Curriculum science and seeks to promote the spiritual, moral, cultural, mental and physical development of pupils, as well as preparing pupils for the opportunities, responsibilities and experiences of adult life.

It is important that religious teachings, sensitivities and requirements are considered at all times and that pupils are protected from teaching materials which are inappropriate, having regard to the age and cultural background of the pupils concerned.

### **Sex and Relationships Education Framework**

Hayaa (Sex and Relationships Education) policy will try to help young people develop hayaa, taqwa, self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare students to understand the importance of caring, stable relationships consistent with the teachings of our Deen. Appreciation of the value of self-respect, dignity, modesty (hayaa), marriage and parental duty should be encouraged in all students, together with sensitivity to the needs of others.

Islam like all other faith communities strongly promotes the concept of marriage between man and a woman. The Qur'aan and the Sunnah are the guiding principles of the school's religious ethos. According to Islamic faith, intimate relationship is promoted only between man and a woman through marriage.

However, we accept that generally, there is no compulsion of religion within society and people have a choice to live their lives freely as they wish in accordance with the law of the land without being subjected to any discrimination.

### **How SRE is provided and by whom**

SRE is delivered as part of the Personal, Social Health Education (PSHE), Science and Islamic Studies provision. Topics of puberty, relationships, etc. is delivered by male teachers to boys and female teachers to girls in segregation from an Islamic perspective.

### **Monitoring and evaluating SRE**

Delivery of SRE, within PSHE, Science or IS lessons will be monitored during the year in the same way as all other curricular subjects.

### **Lesson aims and objectives**

- To develop skills in making informed decisions, and in combating exploitation or peer pressure.
- To promote respect for themselves, and others.
- To learn about the nature, and importance of marriage and appreciate the value of stable family life and the responsibilities of parenthood according to the teachings of the faith.
- To raise awareness of outside influences e.g. the media etc.

### **Key Stage 1**

- Pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust, and treat others with sensitivity.
- Animals including humans, move, feed, grow, use their senses and reproduce.
- Humans and animals can produce offspring and these grow into adults.
- Recognise through discussion and be able to compare and understand the aurah of humans according to the teachings of Islam.

### **Key Stage 2**

- Pupils learn to express their opinions about relationships and bullying from an Islamic perspective and to listen and accept other people's viewpoints and beliefs.
- Learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others.
- Life processes common to humans and other animals include nutrition, growth and reproduction and the main stages of the human life cycle.

### **Key Stage 3&4**

- In- depth understanding of KS2 contents.
- Masaa'il pertaining to puberty and cleanliness.
- Masaa'il pertaining to nikah (marriage) and relationships.

### **Specific Issues within SRE**

#### **Withdrawal**

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

#### **Inclusion**

With reference to the above, SRE is planned to include every child, regardless of faith, social, language and special learning needs background.

#### **Confidentiality**

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator, who may confer with the head teacher before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Reviewed in November 2015

This policy is to be reviewed every 2 years.