



## RELATIONSHIPS & SEX EDUCATION POLICY (RSE)

### Document Control

This policy has been approved for operation within:	Eternal Light Secondary Boys School
Date of last review:	Sep 2025
Date of next review:	Sep 2026
Review period:	1 year
Reviewed by	HK
Approved by	FP

## Contents

1. Statutory requirements.....	3
2. Definition.....	3
3. Rationale.....	3
4. Values and Virtues.....	4
5. Aims.....	4
6. Delivery of RSE.....	5
7. Resources and Materials.....	6
8. Equal Opportunities and the Equality Act 2010.....	8
9. Roles and responsibilities.....	9
10. Parents' right to withdraw .....	10
11. Controversial and Sensitive Questions .....	10
11. Supporting Children and Young People who are at Risk.....	10
12. Training.....	11
13. Monitoring and evaluation arrangements.....	11
14. Policy review .....	13
15. Appendix A: Equality Impact Assessment.....	15

## 1. Statutory requirements

Under Policy statement: 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019', RSE has become compulsory for all students receiving secondary education in all schools from September 2020. It also makes health education compulsory in all schools except independent schools. PSHE continues to be mandatory in independent schools.

Secondary schools must have regard to guidance issued by the Secretary of State as outlined in Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

At Eternal Light Secondary School, we have chosen to implement the teaching of RSE as set out in this policy.

## 2. Definition

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 positively"<sup>1</sup>. 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.

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

## 3. Rationale

*Today, I have perfected your religion for you, and have completed My blessing upon you, and chosen Islam as Deen (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)*

---

<sup>1</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 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.

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. It will also prepare students for life in modern Britain and make students aware of the different kinds of relationships that is permitted in modern Britain.

#### **4. Values and Virtues**

Our programme 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 (Huququl 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.

#### **5. Aims**

The main aim of our school commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional), and we believe that RSE is an integral part of this education. Furthermore, our school aims to 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 comprehensive relationships and sexual education which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in the Islamic vision of education.

Our RSE objectives include:

1. Developing within students the following attitudes and virtues:

- respect for the dignity of every human being – in their own person and in the person of others
- responsibility for their own actions and a recognition of the impact of these on others
- recognising and valuing the gift of human sexuality and fertility
- the importance of marriage, family life and fidelity in relationships

2. Developing within students the following personal and social skills:

- developing self-esteem and confidence
- making sound judgments and good choices that have integrity
- the ability to form friendships and stable relationships free from exploitation, abuse, and bullying

- managing emotions within relationships and relationship breakdowns with confidence, sensitivity, and dignity
- managing conflict positively and recognising the value of difference
- 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
- assessing risks and managing behaviours to minimise the risk to health and personal integrity

### 3. Educating students on:

- the Islamic teaching on relationships and sex
- the Islamic teaching on marriage and the importance of marriage and family life
- the physical and psychological changes that accompany puberty
- the facts about human reproduction and how sex plays an essential 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

The aims above are in line with the core expectations that we promote to all students:

maintain a positive attitude, show respect for all and display high levels of commitment to being the best you can be.

## 6. Delivery of RSE

RSE is taught within the school's Personal, Social, Health, and Economic (PSHCE) education curriculum, ICT curriculum, Biology, and the Islamic Curriculum.

Across Key Stages 3, 4 and 5, students will be supported in developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

Cross Key Stages 3, 4 and 5, students will be supported in developing essential life skills including: communication and managing emotions; recognising and assessing risks both online and offline; assertiveness and boundary-setting; seeking help when needed; informed decision-making; self-respect and empathy; recognising healthy lifestyles; managing conflict; and respectful discussion and group work.

In line with the updated 2026 statutory guidance, students will also develop critical digital literacy skills, including identifying deepfakes and AI-generated content, recognising online scams

and sextortion, understanding how AI chatbots can pose risks, and evaluating online misinformation. They will learn to protect themselves from exploitation through understanding consent beyond just legal definitions, recognising power imbalances and coercive behaviour, challenging misogynistic attitudes and harmful online influencers, and understanding how pornography can negatively influence expectations in relationships.

Additionally, students will develop comprehensive health and safety awareness, including understanding menstrual and gynaecological health (such as endometriosis, PCOS and heavy menstrual bleeding), accessing sexual health services confidently (including knowledge of HIV prevention drugs PrEP and PEP), recognising harmful practices that are criminal offences (including FGM, virginity testing, hymenoplasty, forced marriage, and strangulation), understanding that sharing indecent images of under-18s is illegal (even self-generated or AI-generated images), and knowing how to keep safe in public spaces and online environments.

### Cross-Curricular Links

RSE content is reinforced across the curriculum:

- Biology: Reproduction, puberty, STIs, contraception
- ICT/Computing: Online safety, digital footprint, cyberbullying
- Islamic Studies: Islamic teachings on relationships, marriage, family life, respect, modesty
- PSHCEE: Wider personal development, mental health, well-being
- RS Y10 GCSE Families

## 7. Resources and Materials

### Teaching Resources and Materials

#### Our Approach to Resources

We carefully select and review all resources used in RSE teaching to ensure they are:

- Age-appropriate and suitable for our students' maturity and needs
- Medically and factually accurate
- Compliant with the Equality Act 2010 and other relevant legislation
- Respectful of our Islamic ethos while teaching about the law as it applies in England
- Inclusive and sensitive to students from diverse backgrounds

#### Main Resources Used

Our RSE curriculum draws on the following resources:

- PSHE Association: Guidance and lesson plans for RSE
- Islamic Curriculum Materials:
- NHS Resources: Medically accurate information on sexual health, puberty, and wellbeing
- NSPCC: Resources on healthy relationships, consent, and staying safe
- Child net/UK Safer Internet Centre: Online safety resources
- <https://www.pol-ed.co.uk/west-yorkshire>

Pol-Ed provides schools with well-planned lessons that help students understand key risks, their responsibilities as citizens, and how the law works. The programme focuses on priority areas for policing, including sexual violence and harassment, child-on-child abuse, and how young people view the police. It supports schools in promoting safety, respect, and informed decision-making.

### Viewing Resources

In line with statutory guidance, parents and carers have the right to view the resources we use in RSE teaching. We are committed to transparency and welcome parental engagement.

Parents and carers can:

View a representative sample of resources at our annual RSE information evening (held in Term 1B)

Request to view specific resources by contacting the RSE Lead at  
[Hassan.khan@eternallightschool.co.uk](mailto:Hassan.khan@eternallightschool.co.uk)

- Discuss any concerns about resources with the RSE Lead or a member of the Senior Leadership Team

How to request to view resources:

1. Contact the RSE Lead by email at [Hassan.khan@eternallightschool.co.uk](mailto:Hassan.khan@eternallightschool.co.uk) or phone 01274501597
2. Specify which year group or topic you would like to see resources for
3. We will arrange a convenient time for you to view the materials, either in person or by sharing digital copies
4. We aim to respond to all requests within 5 working days

### Copyright and Sharing

Some of our resources are subject to copyright restrictions. Where this is the case, we will:

- Explain the copyright restrictions to parents
- Provide a summary of the content and key messages

- Allow parents to view the materials at school
- Provide information about how to access similar resources independently

We will never allow copyright restrictions to prevent parents from understanding what their children are being taught.

#### Review of Resources

All resources are reviewed annually by the RSE Lead and subject teachers to ensure they remain:

- Up to date with current guidance and legislation
- Appropriate for our students
- Aligned with our Islamic ethos
- Compliant with the Equality Act 2010

Parents, staff and students are invited to provide feedback on resources, which informs our annual review.

## 8. Equal Opportunities and the Equality Act 2010

#### Our Commitment to Equality

Eternal Light Secondary School is committed to ensuring that our RSE curriculum complies with the Equality Act 2010. We recognise our duty to eliminate discrimination, advance equality of opportunity, and foster good relations between people who share a protected characteristic and those who do not.

#### Teaching About the Law

In all RSE teaching, we ensure that students clearly understand what the law allows and does not allow in relation to relationships. This includes teaching about:

- The legal status of different types of relationships, including marriage and civil partnerships
- The protected characteristics under the Equality Act 2010, which include: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- That all people, regardless of their protected characteristics, must be treated with respect and dignity
- That discrimination, harassment and victimisation based on protected characteristics is unlawful
- The legal age of consent and what this means
- Laws relating to sexual offences, harassment and violence



## Balancing Faith Perspectives with Legal Requirements

As a Muslim faith school, we teach RSE within the framework of Islamic values and teachings. However, we also ensure that students understand the law as it applies in England, even where this may differ from Islamic teachings.

Our approach includes:

- Teaching our distinctive Islamic perspective on relationships, marriage and family life
- Ensuring students understand that while Islam has specific teachings about relationships, all people in British society have legal rights and protections regardless of their religion, sexual orientation, or gender identity
- Facilitating balanced and respectful debate about issues that may be seen as contentious, while maintaining respect for the law and for all individuals
- Preparing students to live respectfully in a diverse, multi-faith and multi-cultural society
- Teaching students that while they may hold personal religious beliefs, they must treat all people with respect and dignity in accordance with the law

## Inclusive Teaching

Our RSE teaching:

- Acknowledges that students come from diverse family backgrounds, including families with same-sex parents, single parents, adoptive parents, and other family structures
- Ensures that all students, regardless of their background or identity, feel included and respected
- Takes account of the needs of students with SEND, making reasonable adjustments as required
- Is sensitive to students who may be questioning their identity or sexual orientation, ensuring they know where to access appropriate support
- Recognises that some students may face additional barriers or vulnerabilities

## Monitoring Our Approach

We regularly review our RSE curriculum and teaching materials to ensure they:

- Comply with the Equality Act 2010
- Reflect the law as it applies to relationships
- Are inclusive and respectful of all students
- Balance our faith perspective with legal requirements
- Are age-appropriate and sensitive to students' needs

We have conducted an equality impact assessment of this policy (see Appendix A) and will review this regularly to ensure our policy does not have any disproportionate impact on students with protected characteristics.

## 9. Roles and responsibilities

### 9.1 The Proprietorship

The Proprietorship will approve the RSE policy and hold the Head teacher to account for its implementation.

### 9.2 The Head teacher

The Head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 9).

### 9.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE.
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

### 9.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others always and displaying high levels of commitment.

## 10. Parents' right to withdraw

Parents will be consulted before this policy is ratified by the Proprietorship Board. Our aim is that, at the end of the consultation process, every parent/carer will have full confidence in the school's RSE programme to meet their son's needs.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

However, parents continue to have ***the right to withdraw*** their children from the *sex education* element of RSE until three academic terms before their child turns 16 (the child will then have a right to opt in).

Parents **will not** be able to withdraw their child from *relationships education* within RSE or sex education topics within the science curriculum (i.e. the reproductive process, etc.).

Parents can identify when RSE is being covered (including the non-statutory components) by referring to the RSE curriculum outline document provided by the school. Withdrawal requests should be put in writing and addressed to the headteacher. A copy of the withdrawal requests will be placed in the student's educational record. The RSE Lead will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to students who are withdrawn from RSE.

## **11. Controversial and Sensitive Questions**

The Proprietorship and Senior Leadership Team of Eternal Light Secondary School aim to foster a healthy and positive atmosphere that promotes RSE. 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 Proprietorship Board and Senior Leadership Team 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 ground rules, negotiated between teachers and students, will help to create a supportive climate for this discussion.

## **12. Supporting Children and Young People who are at Risk**

Children and young people will 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 a discussion may well lead to disclosure of a safeguarding issue. 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.

Teachers will always help students facing personal difficulties; however, they must explain to students that they cannot offer absolute confidentiality.

## **13. Training**

Relevant staff are trained on the delivery of RSE and meet with the RSE Leads during department meeting time and other staff training sessions. The RSE Leadership team also undertake training.

## **14. Monitoring and evaluation arrangements**

Assessment, Monitoring and Evaluation

Assessing Student Progress

While RSE is not formally assessed using the 9-1 grading system, we do monitor and assess students' progress to ensure they are developing the knowledge, skills and understanding they need.

Our approach to assessment includes:

Knowledge and Understanding:

- End-of-unit quizzes or questionnaires to check understanding of key concepts
- Written reflections or assignments on specific topics
- Contributions to class discussions and activities
- Self-assessment against learning objectives

#### Skills Development:

- Teacher observation of students' ability to discuss sensitive topics respectfully
- Assessment of students' ability to identify risks and know where to get help
- Evaluation of students' communication and decision-making skills through role-play and scenarios

#### Attitudes and Values:

- Reflection activities where students consider their own attitudes and values
- Assessment of students' respect for others during discussions
- Observation of students' engagement with the curriculum

#### Feedback to Students:

Students receive feedback on their progress through:

- Verbal feedback during lessons
- Individual conversations with teachers where appropriate
- Recognition of positive contributions to discussions

#### Feedback to Parents:

Parents receive information about their child's engagement with RSE through:

- Annual reports, which include a comment on PSHCEE (including RSE)
- Parents' evenings, where RSE can be discussed if parents wish
- Communication from the RSE Lead if there are any concerns about a student's engagement or understanding

#### Monitoring the Quality of RSE Provision

The RSE Leadership Team monitors the quality of RSE teaching and learning through:

##### Quality Assurance Activities:

- Lesson observations (at least one per year for each teacher delivering RSE)
- Learning walks to observe RSE lessons in action
- Review of lesson plans and schemes of work
- Sampling of students' work and assessment materials
- Analysis of student voice feedback (see below)

#### Student Voice:

We actively seek students' views on RSE through:

- End-of-unit questionnaires asking students what they have learned and how useful they found the content
- Focus groups with students from different year groups
- School council discussions about RSE provision

#### Staff Feedback:

Staff delivering RSE provide feedback through:

- Department meetings where RSE is discussed
- Annual review meetings with the RSE Lead
- Feedback on training needs and resource requirements

Parent Feedback:

Parents' views inform our evaluation through:

- Feedback from RSE information evenings
- Responses to our annual parent survey
- Individual conversations and correspondence with parents
- Formal consultation when reviewing the policy

### Evaluating Impact

The RSE Leadership Team evaluates the impact of our RSE curriculum by considering:

- Student outcomes: Are students developing the knowledge, skills and attitudes set out in our aims?
- Student well-being: Are students better equipped to keep themselves safe and maintain healthy relationships?
- Safeguarding: Are students more likely to report concerns and seek help when needed?
- Behaviour: Is there evidence of respectful relationships and reduced incidents of harassment or bullying?
- Engagement: Are students engaging positively with the curriculum?
- Parental confidence: Do parents have confidence in our RSE provision?

Evidence considered includes:

- Student voice feedback
- Safeguarding data (e.g., number and nature of disclosures)
- Behaviour data (e.g., incidents of sexual harassment or bullying)
- Parent feedback and engagement

### Continuous Improvement

We are committed to continuously improving our RSE provision. Based on our monitoring and evaluation, we:

- Identify strengths to celebrate and share
- Identify areas for development
- Update our curriculum and resources as needed
- Provide additional training for staff where needed
- Adjust our approach based on student, staff and parent feedback
- Respond to changes in statutory guidance or local context

## 15. Policy review

This policy will be reviewed every two years. At every review, the policy will be approved by the Proprietorship.

## 15. Appendix A: Equality Impact Assessment

### Purpose

This equality impact assessment considers how our RSE policy and curriculum may affect students with protected characteristics under the Equality Act 2010. It ensures we are meeting our duty to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations between people who share a protected characteristic and those who do not

### Protected Characteristics Considered

#### Protected Characteristic Potential Impact Mitigations in Place

Age RSE content must be age-appropriate | Content is carefully sequenced by year group; teaching is differentiated based on maturity |

Disability Students with SEND may need additional support to access RSE | Reasonable adjustments made; content adapted for individual needs; additional support provided where needed |

Gender reassignment Students who are trans or questioning may feel vulnerable during RSE lessons | Teaching emphasises respect for all; students know where to access support; staff trained in supporting trans students |

Marriage and civil partnership Content about different types of relationships must be balanced and respectful | Teaching covers both the Islamic perspective and the law; all types of legal relationships are discussed respectfully |

Pregnancy and maternity Pregnant students or young parents must not face discrimination | Support provided for pregnant students; teaching about pregnancy is sensitive and non-judgemental |

Race Students from different racial backgrounds must see themselves reflected | Resources include diverse representation; teaching challenges racial stereotypes |

Religion or belief Balance needed between Islamic ethos and teaching about other beliefs and the law | Islamic perspective is taught alongside the law; students learn to respect different beliefs while holding their own |

Sex Content must be relevant and appropriate for all genders | Teaching avoids gender stereotypes; both boys and girls receive the same curriculum |

Sexual orientation LGBTQ+ students must feel safe and included | Teaching emphasises respect for all; students learn about the law protecting LGBTQ+ people; support available for students questioning their sexuality | Specific Considerations for Our School Context

As a Muslim faith school:

- We recognise that Islamic teachings on relationships and sexuality may differ from the law in some areas (e.g., regarding same-sex relationships)
- We are committed to teaching both