

Relationship, Sex & Health Education policy



LONDON EAST ACADEMY & AL MIZAN SCHOOL

ISLAMIC SECONDARY SCHOOL FOR BOYS & ISLAMIC JUNIOR SCHOOL

Date agreed	Chair of Governing Body	Headteacher	Review
Sep 2026	Kausar Hussain	Anamul Khan	Sep 2027

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This policy is written in line with the DfE RSHE Guidance (15 July 2025) and the Independent School Standards, and will be fully aligned by 1 September 2026.

1. Aims

Our Mission Statement at AMS and LEA commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSHE is an integral part of this education. Furthermore, our school aims state that we will endeavor to raise pupils' 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.

The aims of relationship sex and health education (RSHE) at our schools are to:

- Provide an Islamic framework in which sensitive discussions can take place
- Prepare pupils for puberty and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive Islamic culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Teaching materials should be appropriate and must take into regard the age and the religious and cultural background of the pupils in attendance at Al-Mizan and London East Academy

- Special consideration to the delivery of relationships that coincides with the DFE policy to independent schools. The importance of marriage in British culture will be properly explored with consideration to Islamic principles of partnerships. Also, students will be taught about relationships in modern Britain.
 - As with all curriculum areas, the PSHE curriculum will give due regard to The Equality Act 2010 and its three main aims.
1. To eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
 2. To advance equality of opportunity between people who share protected characteristics and people who do not share it .
 3. To foster good relations between people who share a protected characteristic and people who do not share it.
- The primary aim is to create a comfortable environment that allows students to be able to express a personal identity that is conducive to becoming a competent British citizen. As an Islamic faith school, we are sensitive to Islamic understanding of family and relationships. This is in line with the guidance of the DFE and UK law. Teaching reflects our Islamic ethos while ensuring pupils understand the factual and legal context of relationships and family life in modern Britain.
 - With the guidance of the Equality Act 2010, our school aims to educate students about all kinds of prejudice and discrimination and how thought and language that can be considered to be prejudicial are eliminated. Moreover, the school aims to be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and online behaviours that can lead to harm or radicalization and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.
 - RSHE in our school is in line with our School Values REAP
 - We expect our students to Respect all types of relationships and understand the different types of sexual relationships that exist in a cosmopolitan society like ours.
 - Students are taught the importance of identifying different types of relationships in line with our Islamic ethos. Most importantly, how as British Muslims British Values and SMSC is an integral part of their development as British Citizens.
 - RSHE in LEA is developed to make students understand they are accountable for the manner in which they engage in and understand relationships. In addition, students are made aware of their responsibility when it comes to communication and to ensure that they understand the dangers of prejudicial thoughts and discriminative actions.
 - The most important aspect of RSHE in AMS & LEA relies on understanding the Islamic ethos of the school. Students are taught about the religious perspective of relationships and sex (in LEA) in accordance to scripture and are expected to understand that their personal views need not be forced upon

others. We can learn to live in a multicultural society by accepting that all people have the right to believe in what they desire without prejudice.

Online behaviour and harmful influences

RSHE teaching actively challenges online misogyny, sexist or incel-related narratives, and promotes respectful, lawful and safe online conduct in accordance with the new DfE guidance (2025).

Requirements

- As a primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.
- We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.
- In teaching RSHE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.
- We must also have regard to our legal duties set out in:
- Sections 406 and 407 of the Education Act 1996 Part 6, chapter 1 of the Equality Act 2010
- Parents have the right to take their children out of classes related to sex education.
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At LEA and AI – Mizan, we teach RSHE as set out in this policy.

The school also follows updated Department for Education RSHE guidance (2025), which includes new expectations around online safety, harmful sexual behaviour, and the promotion of positive male and female role models.

2. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from RSHE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.
6. **Review schedule** – The policy will be reviewed annually and in full again by **Sep 2027** to confirm complete alignment with national RSHE implementation.

3. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

*RSHE also includes learning about **physical and emotional health**, online behaviour, and personal safety in line with the 2025 guidance.*

4. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. **Health-education elements** (e.g. mental wellbeing, online pressures, hygiene, and puberty) are included within the RSHE curriculum to meet the new DfE framework. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). Boys and girls will be taught separately on some gender specific topics.

Across all Key Stages, pupils will be supported with 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
- Understanding how online information can be misleading or harmful.
- Recognising and challenging misogyny, harassment, or online radicalisation.

These skills are taught within the context of family life.

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Accessibility and SEND inclusion

RSHE is designed to be accessible to all pupils. Teachers adapt planning, delivery and resources to meet the diverse learning needs of pupils with SEND, ensuring full participation and understanding. This aligns with the Equality Act 2010 and the SEND Code of Practice (2015).

Sensitive content and safeguarding

Where lessons include sensitive topics such as self-harm or suicide (secondary), they will be delivered by competent staff, use non-graphic content, and include signposting to appropriate support in line with safeguarding procedures.

Al -Mizan

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

As a primary school, Al-Mizan does not teach sex education beyond the statutory science curriculum.

LEA

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them

Is sensitive to all pupils' experiences

Includes clear signposting to help-seeking and trusted adults.

During lessons, makes pupils feel:

- Safe and supported

- Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting

- Small groups or targeted sessions

- 1-to-1 discussions

- Digital formats

Give careful consideration to the level of differentiation needed

As a secondary school, London East Academy delivers Relationships and Sex Education (RSE) in full accordance with DfE guidance, taught sensitively within the school's Islamic ethos.

Resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance

- Would support pupils in applying their knowledge in different contexts and settings

- Are age-appropriate, given the age, developmental stage and background of our pupils

- Are evidence-based and contain robust facts and statistics

- Fit into our curriculum plan

- Are from credible sources

- Are compatible with effective teaching approaches

- Are sensitive to pupils' experiences and won't provoke distress

Parental transparency

Parents will be informed of RSHE topics in advance of topic delivery and may view lesson resources on request before delivery.

Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:

- Are age-appropriate

- Are in line with pupils' developmental stage

- Comply with:

- This policy
- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say

- Their position on the issues to be discussed

Ask to see in advance any materials that the agency may use.

Know the named individuals who will be there, and follow our usual safeguarding procedures for these people.

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers.

Check the agency's protocol for taking pictures or using any personal data they might get from a session.

Remind teachers that they can say "no" or, in extreme cases, stop a session.

Make sure that the teacher is in the room during any sessions with external speakers.

We won't, under any circumstances:

Work with external agencies that take or promote extreme political positions

Use materials produced by such agencies, even if the material itself is not extreme

5. Roles and responsibilities

5.1 The governing board

The governing board will approve the SRE policy, and hold the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of SRE (see section 7).

The Headteacher designate a appropriate member of SLT as the RSHE Lead responsible for curriculum planning and staff training.

5.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way

- Modelling positive attitudes to RSHE

- Monitoring progress

- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

5.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

6. Parents' right to withdraw

The right to withdraw applies only to the non-statutory sex-education elements of RSHE. Parents cannot withdraw their child from Relationships Education, Health Education, or the science curriculum.

AI – Mizan

Parents' have the right to withdraw their children from the non-statutory components of SRE.

Parents do not have the right to withdraw their children from relationships education.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from SRE.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSHE.

Requests for withdrawal should be put in writing and addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.

Parents will be consulted and informed of RSHE content in advance to ensure transparency and understanding. Requests for withdrawal will be handled respectfully and recorded.

LEA

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative school work will be given to pupils who are withdrawn from sex education.

Parents will be consulted and informed of RSHE content in advance to ensure transparency and understanding. Requests for withdrawal will be handled respectfully and recorded.

7. Training

Staff are trained on the delivery of SRE as part of their induction and it is included in our continuing professional development calendar.

Annual RSHE CPD includes training on handling sensitive questions, online harms, and safeguarding escalation.

The headteacher will also invite visitors from outside the school, such as school nuRSHEs or sexual health professionals, to provide support and training to staff teaching SRE.

8. Monitoring arrangements

The delivery of SRE is monitored by Mubarak Omar, Assistant head through:

1. Learning Works
2. Schemes of work and book scrutiny
3. Observations
4. Evaluations

Pupils' development in SRE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the governing body.

Pupil voice, parental feedback, and staff evaluations will form part of the annual monitoring cycle, with outcomes reported to the Governing Body.

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