



Relationships, Sex Education and Health Education Policy (RSHE)

Schedule for development, monitoring and review

This RSHE Policy was approved by the <i>school governing body</i> on:	<i>March 26</i>
The implementation of this RSHE Policy will be monitored by:	<i>SMT</i> <i>SDC</i>
Monitoring will take place at regular intervals:	<i>Every two years</i>

Contents

Aims:	3
How and why the policy was formulated:	3
How is RSHE taught at Tawhid Boys School?	4
Curriculum Sequencing and Progression	4
Responding to Questions Beyond the Taught Curriculum.....	5
Political Impartiality and Use of Non-Partisan Materials.....	5
What RSHE is taught at Tawhid Boys School?	6
Families	6
Respectful relationships, including friendships	6
Online and media	6
Being safe	6
Intimate & sexual relationship and sexual health	7
Health education.....	7
Mental Health	7
E-Safety/Online Wellbeing.....	7
Physical Health, fitness and healthy eating	8
Drugs, alcohol, tobacco and vaping	8
Teaching includes:	8
Health protection and prevention of disease	8
Basic first aid	8
Changing adolescent body	9
Safeguarding, reports of abuse and confidentiality.....	10
Working with parents/carers and the wider community	10
Right to request withdrawal from sex education	10
Inclusion and SEND	11
Equality, Protected Characteristics and Balanced Teaching.....	11
Use of External Providers and Resources	11
Staff Training.....	11
Monitoring and Evaluating the Policy.....	12
Appendix 1: Tawhid Boys School: RSHE Curriculum Map.....	13

Relationships, Sex Education and Health Education Policy (RSHE)

Aims:

This document aims to outline Relationships and Sex Education and Health Education Policy (RSHE) at Tawhid Boys School.

- The first point of acceptance must be that Tawhid Boys School must ensure their children are appropriately educated about relationships, sex and their health, so that they can make informed choices in their lives.
- To develop pupils' understanding and appreciation of family life in its widest context, alongside respect for the different social, cultural and religious backgrounds of all pupils and communities to which they belong.
- To provide pupils with an understanding of rights and responsibilities regarding equality, with reference to the Equality Act (2010), under which religion or belief are protected characteristics.
- To develop in pupils the skills for successful relationships.
- To improve confidence and self-esteem amongst pupils.

Tawhid Boys School will ensure pupils are aware of the faith perspective of RSHE, this is not merely due to the reality in which we live, but it is a widely accepted Islamic opinion that teaching these areas comes within the general duties of the parental obligation of tarbiyyah (Islamic Education). It is important that RSHE is not a reaction to events nor a reaction to misinformation acquired in the playground or online but is presented in a **way appropriate to a child's age**. It is also important that sex education is value driven and based upon obedience to Allah (subhanahu wa ta'aala).

A prominent scholar, states:

"Those who think that sex education is not allowed in Islam are completely wrong. The books of Islamic jurisprudence expound on several topics promoting sexual awareness, including discussion of menstruation, childbirth bleeding, pregnancy, delivery, rules of sexual intercourse, rules of marriage and taking a bath (Ghusl) after sexual intercourse. All these rulings are dealt with in the books of Islamic jurisprudence in a moral and scientific manner".

In his book al-Majmu', Imam an-Nawawi mentions that Imam Ash-Shafi'i is of the opinion that parents are under obligation to give their children such kind of sex education.

The Messenger of Allah encouraged the asking of questions to ensure compliance to the ahkaam (laws) of Allah, 'A'ishah (RadiAllahu Anha) the Prophet's wife said:

"Blessed are the women of the Ansar (the helpers). Shyness did not stand in their way of seeking knowledge about their religion."

Children do need sex and relationship education consistent with their age and maturity but this must be firmly rooted within an Islamic framework. If this is the basic premise, parents cannot delegate this life shaping task to teachers alone.

How and why the policy was formulated:

This policy has been written building upon earlier work developed by the Muslim Council of Britain (MCB), Kirklees LEA, and the Sex and Relationships education; A guide for independent schools by the Sex Education Forum.

The RSHE policy has been developed in accordance with the Department for Education's statutory guidance (July 2025) for implementation from 1 September 2026.

It has been produced through a structured process involving:

- review of statutory requirements and updated safeguarding guidance (KCSIE 2025)
- consultation with parents, pupils, staff and governors in line with national expectations on parent engagement.
- consideration of the school's Islamic ethos and the way in which faith perspectives are taught alongside factual, legal content.

How is RSHE taught at Tawhid Boys School?

With the highest level of modesty and morality in mind, RSHE is taught as modules through the Religious Studies, PSHCE and Science programme of study. Aspects of RSHE and Health Education are also addressed through other curriculum subjects such as Computer Science and PE. Please see RSHE curriculum map in Appendix 1.

Teachers will adopt a variety of teaching and learning styles which will include quizzes, discussions and group work. There may be opportunities across the curriculum and enrichment activities, with specially selected guest speakers where appropriate.

Islam provides a great deal of guidance about sexual behaviour and the way in which men and women should relate to each other, both within and outside of marriage. As with some other faiths, Islam considers marriage as the only channel for experiencing a sexual relationship, with family life being the foundation of a stable society. Our community is a mixture of different beliefs and cultures and therefore our pupils will have a wider understanding of these relationships that will develop greater tolerance towards all members of the community.

As we are a school with a designated religious character, all RSHE content will be in taught alongside the Islamic faith perspective. Teaching will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever creed or cultural background they come from and support will be provided to help pupils deal with different sets of values.

Curriculum Sequencing and Progression

The RSHE curriculum at Tawhid Boys School is deliberately sequenced to ensure that pupils receive content before they are likely to encounter associated risks, in accordance with statutory guidance. Key concepts are revisited and deepened each year, building pupils' knowledge, skills and confidence in a structured progression from Year 7 through Year 11.

Sequencing reflects:

- pupils' developmental stage and readiness
- safeguarding risks identified in the local context
- opportunities to reinforce key knowledge through PSHCE, Religious Studies, Science, Computing and PE
- the need to establish protective knowledge early (e.g., online safety, consent, respectful behaviour) and address specialised topics only when pupils are developmentally ready.

Appendix 1 contains an overview of the year-by-year curriculum map, demonstrating how statutory content is covered by the end of secondary education.

Responding to Questions Beyond the Taught Curriculum

Teachers will answer pupil questions in a manner that is age-appropriate, sensitive, factual and safeguarding-aware, following the guidance on managing difficult questions. Where a question relates to content not included in our published RSHE curriculum, or to sex education from which the pupil has been withdrawn, staff will:

- acknowledge the question without providing inappropriate detail
- provide a brief, factual response only where it is safe and appropriate
- encourage the pupil to speak with a parent or another trusted adult
- signpost the pupil to pastoral or safeguarding support where relevant
- record any safeguarding concerns and pass them immediately to the Designated Safeguarding Lead

Teachers will receive training on handling sensitive questions safely, ensuring that responses do not expose pupils to unnecessary detail or inadvertently normalise harmful behaviour.

Political Impartiality and Use of Non-Partisan Materials

Tawhid Boys School is committed to delivering RSHE in a balanced, evidence-based and non-partisan manner. In line with statutory expectations the school:

- ensures all materials are accurate, factual, age-appropriate and free from political or ideological bias
- avoids teaching any contested theory or viewpoint (e.g., gender identity ideology) as fact
- avoids resources that oversimplify or sensationalise sensitive content
- ensures external providers do not promote partisan agendas or harmful commercial interests
- explicitly distinguishes between statutory factual content and the school's Islamic faith perspective, ensuring pupils understand which information is based on religious teaching

Where topics involve diverse or sensitive viewpoints, teaching focuses on respect, legality, kindness and critical thinking, rather than promoting any particular ideology.

What RSHE is taught at Tawhid Boys School?

Families

Pupils learn about the characteristics of committed, stable and healthy family relationships. This includes the legal status of marriage and civil partnerships, the illegality of forced marriage, and the roles and responsibilities of parents in raising children. Pupils explore how families differ and the importance of respecting others' family structures while understanding the Islamic emphasis on marriage and parental responsibility.

Respectful relationships, including friendships

Pupils are taught the characteristics of positive friendships, working relationships, and intimate relationships, including trust, loyalty, kindness, respect, and appropriate boundaries.

They learn to identify unhealthy and harmful relationships, including:

- bullying (offline & online)
- controlling behaviour
- manipulation, gaslighting & power imbalances
- misogyny and harmful gender stereotypes

Pupils are also taught about their rights and responsibilities under the Equality Act 2010, including the protected characteristics, and that all individuals deserve dignity and respect.

Online and media

Pupils learn about their responsibilities and opportunities online, including how information is generated, manipulated, shared and stored.

- AI-generated content & deepfakes
- Sextortion, blackmail and coerced image-sharing
- Online scams, fraud and phishing
- Harmful online influencers (including misogynistic or radicalising content)
- How social media algorithms shape behaviour and reinforce unrealistic expectations
- Critical digital literacy and evaluating reliability of online content

Pupils are taught the law relating to sharing images, including youth-produced sexual imagery, and how to report harmful content.

Being safe

Pupils learn how to recognise, avoid and report unsafe situations, including:

- sexual consent and the age of consent
- sexual exploitation, abuse and grooming (on- and offline)
- harassment, stalking and public sexual harassment
- coercive and controlling behaviour
- non-fatal strangulation as a specific criminal offence
- domestic abuse in all forms, including emotional and financial abuse

- criminal exploitation (county lines), online grooming & unsafe individuals
- FGM, virginity testing and hymenoplasty (all illegal)

Pupils learn where and how to seek support, both inside and outside school.

Intimate & sexual relationship and sexual health

Pupils learn that positive intimate relationships are based on respect, trust, responsibility, and care.

Teaching includes:

- Consent and ethical behaviour beyond consent
- Sexual readiness and the benefits of delaying sexual activity
- Contraception: full range available in the UK, efficacy, risks, and access
- Pregnancy choices: parenting, adoption and abortion (impartial and factual)
- STIs, HIV, and PrEP/PEP as prevention and emergency options
- Alcohol/drug use and impaired decision-making
- Sexual health services: confidentiality, rights, and how to access support
- Understanding sexuality, sexual orientation and biological sex
- Pornography: harms, unrealistic expectations, links to unhealthy attitudes and behaviour

All content is delivered in a safeguarding-focused, age-appropriate manner that aligns with Islamic values around modesty and lawful, respectful conduct.

Health education

Physical health and wellbeing education will build on primary curriculum content and will introduce new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions.

Mental Health

Pupils learn:

- how to talk about emotions accurately and sensitively
- early signs of mental ill-health
- coping strategies for stress, anxiety and low mood
- the relationship between avoidance and increasing anxiety
- effects of online self-harm content and how to seek help
- the benefits of physical activity, time outdoors, sleep, and community service
- how to access mental health support

E-Safety/Online Wellbeing

Pupils explore the similarities and differences between life online and offline, including:

- unrealistic comparisons & curated online lifestyles
- unhealthy or obsessive online engagement
- echo chambers and algorithmic manipulation
- harmful online behaviours (abuse, bullying, harassment)

- recognising predatory behaviour and grooming
- reporting concerns via platforms, the school and external agencies

Physical Health, fitness and healthy eating

Pupils learn about:

- the role of exercise in physical and mental wellbeing
- good nutrition and healthy diets
- hydration and energy balance
- the benefits of outdoor activity and community participation
- sleep science, screen time effects and healthy routines
- dental health, hygiene, and preventing decay

Drugs, alcohol, tobacco and vaping

Teaching includes:

- risks associated with legal and illegal substances
- the impact of drugs, alcohol and vaping on physical and mental health
- addiction, dependency and support services
- the risks of polydrug use and contaminated substances
- how substances impair judgement, including in relationships

Health protection and prevention of disease

Pupils learn about:

- hygiene and infection prevention
- vaccinations and antimicrobial resistance (AMR)
- avoiding misinformation about health
- the importance of self-examination (age-appropriate)
- awareness of health screening programmes (as they transition to adulthood)
- sleep, illness prevention and recognising when to seek medical help

Basic first aid

Pupils learn to:

- treat common injuries
- perform CPR
- understand the purpose and safe use of defibrillators
- contact emergency services effectively

Changing adolescent body

Pupils learn the key facts about puberty, hormonal changes, emotional changes, and body development in males and females. This includes maintaining personal hygiene, respecting others' dignity, and understanding the emotional and physical implications of adolescence.

Safeguarding, reports of abuse and confidentiality

In some cases, pupil's questions or comments may indicate a pupil to be at risk or in danger, in which case appropriate action will be taken in accordance of the schools Safeguarding policy, which is based on latest guidance in KCSIE.

KCSIE is clear that all staff should know what to do if a child tells them that they are being abused or neglected or are witnessing abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Staff involved with RSHE at the school understand that the subject can be challenging. They will provide pupils with suitable, accurate information matched to their age and to their stage of physical and emotional development.

Staff accept that some questions may require further consideration and as such do not have to be answered directly or immediately. The teacher/specialist/adult will always take a considered decision. They may return to question later with the whole class, individually, or decide to refer the question to parents. Staff will use their professional skills and discretion when sensitive matters arise and always to keep in mind the age and maturity of the pupil.

Working with parents/carers and the wider community

Tawhid Boys School recognises that parents and carers are the primary educators of their children in matters of relationships, health and personal development. We are committed to ongoing, meaningful consultation with parents when developing and reviewing our RSHE policy and when planning sensitive or complex topics. Parents will be informed in advance of upcoming RSHE units, and opportunities will be provided to ask questions, share views and understand how the content will be taught within our Islamic faith context.

In line with statutory requirements, the school ensures full transparency of all RSHE materials. All lesson resources, including those produced by external providers, are available for parents to view on request via the school office. Where copyright applies, the school will arrange for parents to view materials securely (for example, via a parent information session or supervised viewing). The school will not use any resource or external provider whose contract restricts a parent's right to view materials, as such restrictions are not permitted under DfE guidance.

Right to request withdrawal from sex education

Parents have the right to request that their child be withdrawn from some or all elements of sex education, except for content that forms part of the National Curriculum for Science. Parents wishing to request withdrawal should write to the Headteacher. The Headteacher will meet with the parents, and where appropriate the pupil, to ensure the request is fully understood and to explain the purpose and educational value of sex education within the RSHE curriculum.

Following these discussions, the Headteacher will ordinarily grant the withdrawal request. However, in exceptional circumstances (for example, safeguarding concerns), the Headteacher may decline the request. The school will respect the parent's decision to withdraw their child up to and until three terms before the child turns 16. After this point, if the pupil wishes to receive sex education, the school will make suitable arrangements for the pupil to access this teaching.

Pupils who are withdrawn will receive meaningful alternative education during RSHE lessons from which they are excused.

Inclusion and SEND

We make RSHE accessible to pupils with special educational needs and disabilities. Adaptations include pre-teaching key vocabulary, visual supports, repetition and overlearning, reduced cognitive load, smaller group teaching, and additional adult support. We recognise that pupils with SEND may be more vulnerable to bullying, grooming, exploitation, and harmful sexual behaviour; RSHE provides protective education and clear reporting routes.

Equality, Protected Characteristics and Balanced Teaching

We teach about the protected characteristics in the Equality Act 2010 by the end of secondary education. This includes age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Teaching about sexual orientation and gender reassignment is integrated appropriately and factually. We also teach the facts and law about biological sex and gender reassignment. We avoid endorsing any particular contested view (for example, we do not teach as fact that everyone has a gender identity). We challenge prejudice and bullying, encourage tolerance of others' beliefs, and promote kindness and respect.

Use of External Providers and Resources

External visitors can add value, but the school remains responsible for what is taught and how. We will check credentials, review materials and lesson plans in advance, ensure content is age-appropriate, unbiased, and sensitive to our faith context, and ensure parents can view these materials. We will not use providers linked to harmful products or with a strong partisan stance on contested topics. Any contractual clauses restricting parental access to materials will not be accepted.

Staff Training

Tawhid Boys School ensures that all staff delivering RSHE are confident, well-informed and able to teach sensitive content safely and accurately. In line with statutory guidance, staff receive training on:

- the RSHE curriculum and legal framework, including consent, protected characteristics, and relevant laws
- safeguarding, including mandatory reporting duties and how to respond to disclosures
- creating safe learning environments, managing sensitive discussions, and answering difficult questions age-appropriately
- distinguishing clearly between factual, legal content and the school's Islamic faith perspective
- emerging risks such as online harms, deepfakes, sextortion, misogynistic influencers and harmful sexual behaviours

The RSHE Lead (MS Potts) supports staff through planning, model resources, regular CPD and updates on local safeguarding trends. External visitors are used only when their materials have been checked, are non-partisan, and can be shared with parents.

Monitoring and Evaluating the Policy

The key RSHE teaching staff are to note progress and there are opportunities to bring issues to the notice of the staff during staff/SMT meetings under through the dedicated SMSC agenda items. Issues should be brought to the attention of the Co-ordinator (Molana Siddique Potts) who discusses curriculum plans with staff. After each Parent's evening there is an opportunity for staff to report parental views. Parents can also voice their views via email, letter or via the school office.

The RSHE curriculum monitored and evaluated by the PSCH co-ordinator.

Policy review

The policy is subject to two-year review cycle.

Appendix 1: Tawhid Boys School: RSHE Curriculum Map

Year	Autumn Term	Spring Term	Summer Term
7	You and your Body: Growing and Changing (YL1) Growing up 2.1, 2.4, (Explore PSHCE KS3) Identity 9.1, 9.2, 9.3, 9.4 (Explore PSHCE KS3)	Relationships 3.1,3.2 (Explore PSHCE KS3) Emotional wellbeing and mental health 6.1, 6.3,6.4 (Explore PSHCE KS3) Online Safety basics including 'Deepfakes' (Oak Academy: CS)	Reproduction, Menstrual cycle, Adolescence (7B) You and Your Body: Drugs and drug taking (YL1) You and Your Body: Smoking (YL1) You and Your Body: Eating and Exercising (YL1)
8	You and Your Body: Drugs and drug taking (YL2) You and Your Body: Drinking and Alcohol (YL2) Growing up 2.2, 2.3 (Explore PSHCE KS3) Food and Nutrition (8A)	You and other People: Friends and friendships. Recognising other forms of relationships (LGBT) (YL2) You and Your body: Contraception and safer sex. (YL2)	Relationships 3.3 (Explore PSHCE KS3) Emotional wellbeing and mental health 6.5 (Explore PSHCE KS3) Sleep Science (Oak Academy)
9	You and Your Body: Adolescence (YL3) You and Your Body: Drugs and drug taking (YL3) Growing up 2.5, 2.6 (Explore PSHCE KS3) Sex, sexuality and sexual health 4.1, 4.2, 4.3 (Explore PSHCE KS3) Pornography and healthy relationships (Oak academy)	You and other People: People with mental illnesses (YL3) You and Your Body: Eating disorders (YL3) You and Your Body: Safer sex, STI's and Aids (YL3) Fake profiles, online scams & image sharing risk (Oak Academy: Citizenship/CS)	What makes bath obligatory. Relationships 3.4,3.5 (Explore PSHCE KS3) Sexual Harrassment, Sexual consent and the law (Oak Academy) Emotional wellbeing and mental health 6.6, 6.7,6.8 (Explore PSHCE KS3) Basic First Aid: Basic treatment for common injuries and life-saving skills.

Year	Autumn Term	Spring Term	Summer Term
10	Alcohol and Drug abuse, STIs, Vaccination, Immunisation and antimicrobial resistance (CB5) Sacrament – marriage (Christianity) Relationships 2.1,2.2 (Explore PSHCE KS4) Sex, sexuality and sexual health 3.1, 3.2, 3.3 (Explore PSHCE KS4) and sexual consent (Oak Academy) 'Deepfakes', 'sextortion', misogynistic influencers. (Oak academy) Identity 8.1, 8.2 (Explore PSHCE KS4) Recognising abuse and violence (Oak Academy)	The Menstrual Cycle, Contraception, IVF (CB7) The Heart and Use of Defibrillators (CB8) Managing Your Emotions and Moods (YL4) Health Matters (YL4) Staying safe and healthy: How can I check my body is healthy (Oak Academy) Safer sex and contraception including PrEP/PEP (YL4 & Oak Academy) Healthy Eating (YL4) Changing Relationships: Friends and Family (YL4)	Drinking and smoking (YL4) Challenging Offensive Behaviour. (DSEN, LGBT) (YL4) Emotional wellbeing and mental health 5.1, 5.2,5.3 (Explore PSHCE KS4) Anxiety and OCD (Oak Academy) Online Gambling (Oak Academy)
11	Sexuality, contraception and family planning. Marriage and parenting (YL5) Parenthood and parenting (YL5) Challenging offensive behaviour. (YL5) Relationships 2.3,2.4,2.5 (Explore PSHCE KS4) Sex, sexuality and sexual health 3.4, 3.5 (Explore PSHCE KS4)	Marriage and family – marriage ceremonies, cohabitation, same sex marriages, parenting, divorce, remarriage, forced marriages Managing stress and dealing with depression. (YL5) Safer sex (YL5) Identity 8.3 (Explore PSHCE KS4) Drugs and drug taking (YL5)	Emotional wellbeing and mental health 5.4, 5.5,5.6 (Explore PSHCE KS4)

SCIENCE, Religious Studies, PSHCE, New content PSHCE EP KS3/KS4