

# Relationships and Sex Education (RSE) Policy

## Introduction

Jamiatul Uloom al Islamia (School) understands its obligation to provide effective and up-to-date RSE for its students. The School recognises that RSE plays a vital part in meeting its safeguarding obligations. This policy aims to define RSE and describe how it is provided and who is responsible for providing it. It includes information about parents' right to withdraw their child(ren) from RSE.

## Definition and context

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 to help prepare equip students living in 21<sup>st</sup> century Britain.

**RSE is not about the promotion of sexual activity.**

RSE has three main elements:

### Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, sexual health, emotions and relationships
- Learning about contraception and a range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity until an appropriate age and the benefits to be gained from doing so
- The avoidance of unplanned pregnancy

### Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Learning about the harmful impact of pornography
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making

## Personal and social skills

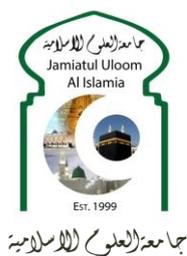
- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect, and respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

## Aims

RSE aims to help students to understand the facts about relationships and sexuality, to develop self-esteem, respect for others and to build self-confidence in decision making. At Jamiatul Uloom al Islamia, the development of their self-esteem and confidence about these values and attitudes is essential; young people who feel positive about themselves are more likely to develop happy and caring relationships. The RSE delivery is designed to comply with the Equality Act 2010 where provisions within the Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics. We will use the 'By the end of Secondary School students should know' guidance to inform planning and delivery of the RSE Curriculum (Appendix 1).

RSE provision at Jamiatul Uloom al Islamia aims to:

- Provide students with accurate and up-to-date information about RSE topics
- Develop their confidence in asking questions without embarrassment, communicating within discussion and reflecting on their feelings about RSE topics
- Develop knowledge and understanding about puberty, reproduction and sexuality
- Develop positive attitudes, strong moral values, self-respect and self-esteem
- Ensure students understand the law on sexual behaviour, consent and abuse
- Develop an understanding of the importance of respect, trust and love in relationships
- Encourage an understanding of the perspectives of different genders and sexualities
- Develop a sense of responsibility and an awareness of the consequences of one's actions in relation to sexual activity
- Provide students with information about different types of contraception, safe sex and how to access further advice and treatment
- Give students a clear understanding of the arguments for delaying sexual activity and resisting pressure
- Challenge discrimination based on sexual orientation and gender and equip students to address sexist or homophobic bullying



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- Correct misunderstandings and counteract myths drawn from the media and their peers
- Link RSE with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol
- Develop an awareness of the dangers of sexual exploitation on the internet
- Seek information and advice when they need help

The School aims to provide RSE which is inclusive and meets the needs of all students.

**Specific educational requirements:** Some students may have learning, emotional or behavioural difficulties which could result in particular RSE needs. Delivery of RSE will be differentiated across the curriculum where necessary to address the needs of these students, to enable them to access the content of RSE and ensure inclusivity.

**Sexuality:** Some students may define themselves as LGBT (gay, lesbian, bisexual or transgender) or may have LGBT family members or friends. The School's approach to RSE will include sensitive, honest and balanced consideration of sexuality. Students will be encouraged to be understanding of others' sexual identity. Pastoral, medical and counselling support will always take account of the needs of LGBT students.

**Cultural background:** The School recognises that students from some minority ethnic or religious backgrounds cannot rely on their parents to talk to them about sex and relationships, and therefore rely upon the school as their main (or only) source of relationships and sex education. The School will strive to deliver RSE in a culturally appropriate and sensitive way.

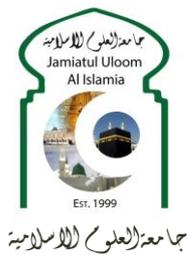
## Roles and Responsibilities

**A whole school approach** will be adopted to RSE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding RSE. In particular:

**The senior leadership team (SLT)** will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing. The school will work with external organisations in the planning and implementation of the RSE provision through lessons, assemblies, workshops and external visits and speakers.

**The Curriculum Lead** will maintain an over view of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good Islamic practice, developing the provision to meet students' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

**Teaching staff** are involved in the school's RSE provision. They embed and incorporate RSE through PSHE and Islamic Studies and some through Science and other curriculum areas. All teachers play an important pastoral role by offering support to students. Teachers will be consulted about the school's



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approach to RSE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and have access to appropriate training.

**Trustees and Governors** have responsibilities for school policies. They will be consulted about the RSE provision and policy and have regular reports at Governors' meetings.

**Parents/carers** have a legal right to view this policy and to have information about the school's RSE provision. Workshops for parents/guardians and support for parents/guardians to provide RSE for their own children. The school's approach to RSE will encourage dialogue between parents/guardians and their sons.

The School intends to create a focus group of parents to maintain the content of sex education under review and to maintain input from parents on content and delivery. This group will also be able to address concerns and help parents to manage conversations with their children.

**Outside agencies and speakers** are involved in inputting to RSE throughout the curriculum and as points of referral as support services to students should the need arise.

**Students** have an entitlement to age and circumstance appropriate RSE and pastoral support. They will be actively consulted about their RSE needs and their views will be central to developing the provision. Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## Safe and Effective Practice

RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering RSE in their subjects will ensure the students, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Safeguarding and Child Protection Policy.

## Parent's/Guardian's Right to Withdrawal

Parents/Guardians have the right to withdraw their son(s) from the non-statutory components of RSE, however Parents/Guardians **will not** be able to withdraw their child(ren) from relationships education. Even though Parents/Guardians have a right to withdraw their son(s) from sex education, the students will also have a right to opt into sex education from their 15<sup>th</sup> birthday (specifically three academic terms before they turn 16), even if it is against his Parent's/Guardian's wishes. The parents'/guardian's will be provided with the 'Parent Form: Withdrawal from Sex Education within RSE' to complete if they would want their child to be withdrawn from Sex Education (Appendix 2).

The following procedures will be carried out once a Parents' /Guardians' requests a right of withdrawal:

- Before granting such a request, the headteacher will meet with parents/guardians and, as appropriate, with the student to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- The School will respect the parents' request to withdraw the student up to and until 3 terms before the pupil turns 16. After that point, rather than be withdrawn, if the student wishes to receive sex education, the school will make the provision.
- If a student is withdrawn from sex education, the school will ensure the pupil receives purposeful education during the period of withdrawal.
- The School will keep a record of all such decisions.

### How does the school use external agencies

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in the school.

Our school has a code of practice for using visitors to support the delivery of RSE:

- Visitors are invited into school because of the particular expertise or contribution they are able to make
- All input to RSE lessons are part of a planned programme and negotiated and agreed with staff in advance
- All visitors are supervised/ supported by a member of staff at all times and are vetted with documentation before entering the school
- The input of visitors is monitored and evaluated by staff and students. This evaluation informs future planning

### Teacher Support

All teachers delivering aspects of the RSE programme are supported in doing so by the Curriculum Lead. The Curriculum Lead, working with the Headteacher, is responsible for ensuring the delivery of the curriculum outlined above, ensuring that relevant topics are included in the schemes of work and ensuring that appropriate and relevant issues relating to online safety are included.

### How should staff deal with sexually explicit questions?

- Answer questions asked in terms of Islamic etiquette and manners
- Answer only those questions that relate directly to the agreed programme/lesson
- To make it clear, through ground rules, that no student should ask personal questions and that Islamic Adaab (etiquettes and manners)

be upheld at all times, for example; students should be encouraged to use the appropriate terminology for parts of the body.

- Be prepared to modify the programme if a certain question recurs (perhaps because of media coverage)
- Make provision for questions about sex, reproduction and puberty to be answered individually, as they arise, outside the planned programme with appropriate members of staff such as Curriculum Lead.
- Inform students that their question will be answered in a later part of the RSE class depending on the appropriateness of the question.

### **What kind of language will be considered acceptable and appropriate for use in RSE lessons**

All staff are expected to:

- Use the subject-specific terminology when delivering aspects of RSE as this is deemed good practice to help develop students' knowledge.
- Openly teach students what 'slang' words mean and that some are offensive.
- Avoid the use of any slang or derogatory language which would cause offense and insult.

### **Monitoring and evaluation**

The programme will be regularly evaluated by the Curriculum Lead. The views of students and teachers through questionnaires, who deliver the programme, will be used to make changes and improvements to the programme on an on-going basis.

### **Content**

RSE is primarily embedded and delivered through the curriculum, taught by specialist teachers, form tutors, and occasional visiting speakers. Additionally, sex education is covered within the Biology schemes of work, and questions of moral and ethical codes are covered in the Religious Studies and Islamic Studies Curriculum Mapping and schemes of work. It is expected that in other areas of the curriculum, particularly in English and Humanities, there will be further opportunities to discuss and reflect on RSE themes.

### **PSHE and RSE Curriculum Organisation at KS3 & KS4**

Students learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships in terms of Islamic maturity. They learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping. They learn the law relating to marriage, sexual consent, sexting and abuse. They learn about online safety from exploitation and bullying. They learn how to access sources of advice and support. The following below details the programmes of study for PSHE and RSE.

## PSHE and RSE Programme of Study

### 1. Developing confidence and responsibility and making the most of their abilities

Students should be taught:

- To reflect on and access their strengths in relation to personality, work and leisure
- Explore personal feelings, Islamic values and beliefs
- Develop a reflective self-awareness in relation to the emotional, social, cultural, moral and intellectual dimensions of life within the Islamic views worldwide
- Develop an imagination and creativity
- Set personal and academic goals, identify ways to achieve them, review and monitor them
- Develop a sense of purpose, enterprise and optimism
- To respect the differences between people as they develop their own sense of identity
- To recognise how others see them and be able to give and receive constructive feedback and praise
- To recognise the stages of emotions and how to deal with their feelings in different situations within an Islamic expectation
- To relate job opportunities to their personal qualifications and skills and understand how the choices they make at Key Stage 4 should be based not only on knowledge of their personal skills, strengths and aptitudes but also on the changing world of the work place
- To plan realistic targets for Key Stage 4, seeking out new information and asking for help with career plans
- What influences how we spend or save money and how to become competent at managing personal money

### 2. Developing a healthy, safer lifestyle

Students should be taught:

- To recognise the physical and emotional changes that take place at puberty and how to manage changes in a positive way
- How to keep healthy and what influences health, including the media.
- That good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health
- Basic facts and laws, including school rules, about alcohol and tobacco, illegal substances and the risk of misusing prescribed drugs
- Learning about STI's and Islamic views on high risk behaviours such as sexual activity
- To recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel
- To recognise when pressure from others threatens their personal safety and wellbeing, and to develop effective ways of resolving pressures, including when and where to get help
- Basic emergency first aid procedures and where to get help and support

### 3. Developing good relationships and respecting the difference between people

Students should be taught:

- About the effects of all types of stereo- typing, prejudice, bullying, racism, and discrimination and how to challenge them assertively
- How to empathise with people different to themselves
- About the nature of friendship and how to make and keep friends.
- To recognise some of the cultural norms in society, including the range of lifestyles and relationships
- The changing nature of, and pressure on, relationships
- About the role and importance of marriage in family relationships in Islam and understand and respect those who hold different views and beliefs from them
- About the role and feelings of parents and carers and the value of family life
- To recognise that goodwill is essential to positive and constructive relationships
- To resist pressure to do wrong, to recognise when others need help and how to support them
- To communicate confidently with their peers and adults
- That it is unlawful to discriminate against a person by treating them less favourably because of their race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity (protected characteristics in the Equality Act 2010)
- Understand the need for rules and laws in and orderly society
- Develop an attitude of respect for self and others
- Act in a responsible Islamic manner and appreciate the fact that they are responsible for the consequences of their action or inaction.
- Develop key skills and understand the importance of a good global and British citizen

### 4. Knowledge, skills and understanding

Students should be taught about:

- The legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people
- The diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- Central and local government, the public services they offer and how they are financed and the opportunities to contribute
- The key characteristics of parliamentary and other forms of government
- The electoral system and the importance of voting
- The work of community-based, national and international voluntary groups
- The significance of media in society
- The world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations

- Develop the ability to persevere
- Develop problem solving skills
- Be provided with the opportunities to appreciate what they are capable of achieving and always strive to achieve their best

## 5. Developing skills of enquiry and communication

Students should be taught to:

- Think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT based sources
- Justify orally and in writing a personal opinion about such issues, problems or events
- Contribute to group and exploratory class discussions and take part in debates
- Show initiative and develop their own independence and self-reliance
- The importance of resolving conflict fairly
- Communicate effectively

## 6. Developing skills of participation and responsible action

Students should be taught to:

- Use their imagination to consider other peoples' views and experiences and be able to think about, express and explain views that are not their own
- Negotiate, decide and take part responsibly in both school and community-based activities
- Reflect on the process of participating
- Be able to access relevant and up-to-date information
- Challenge their own values and attitudes positively and constructively
- Positively manage stress and change
- Develop the skills of managing and resolving conflict
- Develop brotherhood and positive relationships with their peers
- Respect British values and the lifestyles and opinions of others even if they are different from their own
- Understand the nature of prejudice in Islam
- Co-operate and participate in groups and organisations
- Value themselves and others

## English: programme of study through RSE

Students will be taught:

### English: KS3 (Year 7-9)

- Exploring themes and characters in text (Holes)
- Writing descriptions, Creative writing and writing a short story
- Exploring themes and characters in text (Mice and Men)
- Creative writing and comprehension

## English: KS4 (Year 10-11)

- Exploring themes and characters in text (MacBeth)
- Writing descriptions, Creative writing and writing a short story
- Exploring themes and characters in text (An Inspector Calls)
- Creative writing and comprehension

## Science: programme of study through RSE

Students will be taught:

### Exploring Science 7 (Year 7)

- 7Bb Reproductive Organs
- 7Bc Becoming Pregnant
- 7Bd Gestation and Birth
- 7Be Growing Up
- 7Da Variation

### Exploring Science 8 (Year 8)

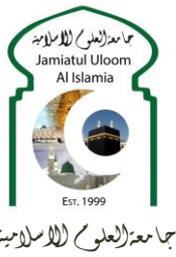
- 8Bb Types of Reproduction

### Exploring Science 9 (Year 9)

- 9Aa Environmental Variation
- 9Ab Inheritance
- 9Ac DNA

### AQA Combined Science/Biology (Year 10 and 11)

- 2.4 Stem Cell Dilemmas
- 5.1 Health and Disease
- 5.2 Pathogens and Disease
- 5.5 Preventing Infections
- 5.6 Viral Diseases
- 5.7 Bacterial Diseases
- 5.8 Diseases caused by Fungi and Protists
- 11.5 Human Reproduction
- 11.6 Hormones and the Menstrual Cycle
- 11.7 The artificial control of fertility
- 11.8 Infertility treatments
- 13.1 Types of Reproduction
- 13.10 Screening for genetic disorders
- 14.1 Variation
- 14.4 Genetic engineering
- 14.7 Ethics of genetic technologies
- 16.1 The importance of communities
- 18.1 The human population explosion



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## Arabic: programme of study through RSE

Students will be taught:

### Arabic: The new GCSE Arabic Companion

- Topic 1: Me and My Family
- Topic 2: A friend in need
- Topic 4: My role model
- Topic 10: TV, Cinema and Films
- Topic 17: My daily routine
- Topic 26: Community action
- Topic 31: My holiday
- Topic 32: Activities and Places
- Topic 39: Life at school
- Topic 50: Our world

## PSHE: programme of study through RSE

Students will be taught:

### PSHE: KS3 and KS4 (Year 7 – 11)

- Active Citizenship in a community
- Rights, Responsibilities and Age
- Law and Order
- Crime and Consequences
- Diversity and Multiculturalism Vs. Segregation and Integration
- Emotional Health
- Physical and Mental Health

## Religious Studies: programme of study through RSE

Students will be taught:

### Religious Studies: The new GCSE Arabic Companion

- Topic 1: Me and My Family
- Topic 2: A friend in need
- Topic 4: My role model
- Topic 10: TV, Cinema and Films
- Topic 17: My daily routine
- Topic 26: Community action
- Topic 31: My holiday
- Topic 32: Activities and Places
- Topic 39: Life at school
- Topic 50: Our world

## Islamic Studies and Diploma: programme of study through RSE

Students will be taught:

### Islamic Studies and Diploma: Year 7 – 11

- Social Manners and Good character from an Islamic Perspective
- Topics of Jurisprudence
- Hadiths relating to conduct of ourselves and to others
- Tafseer of the Qur'an (Exegesis of sacred text)
- Hadiths relating to Social Manners and Good conduct
- Topics of Fiqh and Jurisprudence

### Geography: programme of study through RSE

Students will be taught:

#### Geography: KS3 (Year 7 – 9)

- Africa
- G.I.S. Population
- Urbanisation
- Russia
- Middle East
- International Development
- Earning a Living

### History: programme of study through RSE

Students will be taught:

#### History: KS3 (Year 7 – 9)

- King John and Magna Carter 1199 - 1216
- Religion in the Tudor period 1517 - 1558
- Expansion of America 1840 - 1895
- The rise of the Nazi Party 1918 - 1933
- Civil Rights USA

#### History: KS4 (Year 10 – 11)

- Society and Government before the Norman invasion
- Reforms of Archbishop Lanfranc of the English Church and the relationship between the Church and the State
- Native America

Date of last review: October 2021

Date of next review: October 2023

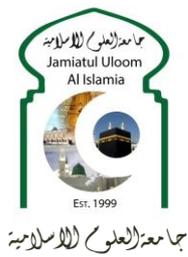
Review period: 2 years

## Appendix 1: By the end of Secondary School students should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>



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## Appendix 2: Parent Form: Withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

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