Manchester Islamic Grammar School for Girls

Relationships and Sex Education Policy (RSE)

Approved by:	**Date:** January 2026
Mr Farooq Zaheer – Chairman of Trustees	
Ms Jamila Kossar	
Acting Head Teacher	

Last reviewed on: January 2026 by Mrs N Imtiaz	

Next review due by:	January 2027 or when new statutory guidance comes in

Contents

1. Aims

The aims of relationships and sex education (RSE) at Manchester Islamic Grammar School for Girls (MIGSG) is to

> Provide students with a safe space to discuss relationships and sex education from an Islamic perspective with Islamic teachings

> Provide a framework in which sensitive discussions and topics can be explored safely and constructively

> Prepare students for puberty, personal development , adulthood and give them an understanding of sexual development and the importance of health and hygiene

> Help and encourage students develop feelings of self-respect, confidence and empathy

> Create a positive culture around issues of sexuality and relationships

> Teach students the correct vocabulary to describe themselves and their bodies

> Promote understanding and respect for diversity within the Islamic culture and British Law.

> Prepare students to develop understanding towards ethical benaviours in relationships with emphasis on respect, consent and integrity (implemented from September 2026)

> Raise awareness about online influences, including AI generated imagery and deep fakes (implemented from September 2026)

> Raise awareness about mental health, including suicide prevention and how to seek support (implemented from September 2026)

RSE curriculum outlines key Islamic teachings of family life and safe relationships, reflecting the ethos of the school.

2. Statutory requirements

At MIGSG we teach RSE as set out in this policy and outlined in The DfE Guidance on relationship and sex education (September 2020) This responsibility arises from multiple legal provisions, including the Children and Social Work Act 2017, the Education Act 1996 (Section 403), and the Equality Act 2010. The latest Department for Education (DfE) statutory guidance on Relationships, Sex and Health Education (RSHE), published in July 2025, further outlines the expectations placed on schools in the delivery of this provision. At MIGSG we endeavor to deliver the framework that is consistent with the schools ethos and compliant with legal requirements and responds to our students and their needs.

3. Policy development

This policy has been developed comprehensively in consultation with Trustees, staff, students and parents. The consultation and policy development process involved the following steps and following the latest Department of Education RSE guidance:

1. Review – **The School Faith Committee** pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff including subject specialists were given the opportunity to read at the policy and make recommendations on content appropriateness

3. Parent/stakeholder consultation – parents were invited to a consultation to ensure that the policy reflects the values and expectations of our school community

4. Student consultation – we investigated what exactly students want from their RSE with a student questionnaire through the student bodies and on PSHEE day

5. Ratification – once amendments were made, the policy was shared with Trustees and ratified

Our policy aims to:

➢ Promote students' spiritual, moral, social and cultural development and prepare all of them for the opportunities, responsibilities and experiences of life with an Islamic understanding so they can make good use of that information

➢ support students in managing puberty and adolescence and prepare them for an adult life as young British Muslims in which they can:
- Be aware of their own responsibilities towards becoming young women.
- Be aware of personal hygiene issues.
- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Have the confidence and self-esteem to value themselves and others.
- Behave responsibly within personal relationships.
- Have sufficient information about STIs including HIV.
- Neither exploits others nor be exploited.
- Access confidential advice and support.

➢ Inform students about relationships, emotions, sex, sexuality and sexual health.

➢ Protect themselves from abuse, exploitation, and STDIs (sexually transmitted diseases)

- ➢ Respect, understanding and empathy towards others who may have different backgrounds, cultures, religions, sexuality, feelings and views.

4. Definition

- RSE is defined as the lifelong learning process of acquiring information, developing skills, and forming positive beliefs and attitudes about relationships, sexual health, personal identity, and well-being.RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

WHY SHOULD SEX EDUCATION BE TAUGHT?

- Effective sex education can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain Islamic relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.
- Studies have shown that the average teenager and pre-teen whether male or female, receive their sex education from the following sources in order of priority:
  - ➢ Friends (who may have a lot of misinformation)
  - ➢ Magazines (which include pornographic material)
  - ➢ TV and movies (including films with restricted age limits)
  - ➢ School and teachers (whether through science or PSHE)
  - ➢ Parents
- In order to counteract these findings, our policy aims to teach our students about sex education with an Islamic understanding. It also aims to clarify certain terms and clear up any misinformation students may have accumulated from other sources.
- Effective Sex education is essential if young Muslims are to make responsible and well informed decisions about their lives. It helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

5. Curriculum

- The RSE curriculum is set out in line with the DfE guidance, but we may need to adapt it as and when necessary.

- We have developed the curriculum in consultation with parents, students and staff, taking into accounts the age, needs, feelings of students and the school faith ethos. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. Delivery of RSE

- RSE is taught within the personal, social, health and economic (PSHEE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). An audit by all departments has been completed to show how it is covered in their subjects. PSHEE is taught over six days throughout the academic year and the RSE curriculum will be split over those six days along with other topics

- RSE 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
    - AI generated imagery and deep fakes (September 2026)
    - Mental health and Suicide prevention (September 2026)
    - Exploring the influence of harmful subcultures such as incel communities on gender perceptions and sexual ethics. (September 2026)

For more information about our RSE curriculum, see Appendices 1 and 2

- These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, reconstituted families, step families, families headed by grandparents, adoptive parents, 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).

7. 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:

7.1 The Trustees

- The Trustees will approve the RSE policy, ensure its compliant with statutory requirement and hold the Head Teacher to account for its implementation.

7.2 The Head Teacher

- The Head Teacher is responsible for ensuring that RSE is taught consistently across the school and is in line with the policy.

7.3 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
    - Staffs 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 Head Teacher.
- All teaching staff will be expected to contribute to the teaching of RSE according to the school policy and RSE curriculum.

7.4 Students

- Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

- Parents have the right to withdraw their children from the [non-statutory components of sex education within RSE 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 Head Teacher.
- A copy of withdrawal requests will be placed in the student's educational record. The Head Teacher will discuss the request with parents and take appropriate action.
- Alternative work will be given to students who are withdrawn from sex education.

9. Training

- Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.
- The Head Teacher will also invite visitors from outside the school, to provide support and training to staff teaching RSE. External visitors may be engaged to enhance the delivery of RSE, providing expert insights and supplementary educational experiences. All external contributors are vetted in accordance with the school's

safeguarding procedures and are briefed on the school's ethos, expectations, and content boundaries. The school remains accountable for all content delivered by external visitors. All materials used by external providers are available for parental scrutiny upon request, ensuring transparency and alignment with the school's values

10. Monitoring arrangements

- The delivery of RSE is monitored by Mrs Imtiaz (SLT/PSHEE Co-ordinator) through:

- Mrs Imtiaz will prepare and train staff on delivering this curriculum, as well as carry out learning walks to ensure it is delivered and monitored. Schemes of work and lesson plans will be approved by SLT prior to delivery.

- Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

- This policy will be reviewed by Mrs Imtiaz once every year. At every review, the policy will be approved by Mr Zaheer Farroukh (Chair of Trustees) and Ms Kossar (Acting Head Teacher).

11. Answering student questions

- The school believes that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class.

- Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how.

- They will establish clear parameters of what is appropriate and inappropriate in class by discussing clear ground rules with students and by taking an approach that encourages students to be mature and sensible.

- If a teacher does not know the answer to a question, they will acknowledge this and suggest that they and the students research the answer to the question together.

- If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the student who asked i

- If a question is too personal, teachers will remind students about the ground rules and if necessary point out appropriate sources of support.

- If a teacher is concerned that a student is at risk of abuse they will follow the school's child protection procedures. All staff are advised to seek the support and advice of the SMSC Coordinator in all sensitive matters.

How should staff deal with sexually explicit questions?

➢ Answer questions asked in terms of Islamic etiquette
➢ 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 adab (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 the SMSC Coordinator.
- Tell 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 correct terms for all body parts as this is deemed good practice.
- Openly teach students what 'slang' words mean and that some are offensive.
- Avoid the use of any slang.

12. Confidentiality and informing parents/carers

- School staff cannot promise absolute confidentiality if approached by a student for help.

- Staff must make this clear to students. Child protection procedures must be followed when any disclosures about abuse are made.

- It is very rare for a student to request absolute confidentiality.

- If they do, in situations other than those involving child protection issues, staff must make careful judgements about whether or not a third party needs to be informed.

This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the student may be experiencing.

- The student's age, maturity and competence to make their own decisions.
  - Where it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the student to do so.

  - If appropriate, staff might also inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

13. Compliance Statement

This policy has been reviewed and updated to ensure full compliance with the DfE RSHE Statutory Guidance (July 2025), which comes into force from September 2026. The policy ensures that:

- o Pupils are educated on challenging sexism, misogyny, homophobia, and stereotypes.
- o The influence of subcultures such as incel communities is addressed.
- o Ethical behaviours in relationships are promoted.
- o AI-generated sexual imagery, deepfakes, and related online risks are covered.
- o Consent and power dynamics are fully explored.
- o Suicide prevention and mental health awareness are integral components.
- o The facts and law around biological sex, gender reassignment, and rights are taught in line with the ethos of the school
- o Gender identity is not taught as fact in line with statutory guidance
- o LGBTQ+ content is integrated within the curriculum with sensitivity to the school's Islamic values.
- o Parental access to all materials is guaranteed.
- o Withdrawal rights are honoured with safeguarding exceptions.

The policy will be reviewed ahead of September 2026 or earlier if further guidance is released.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

RELATIONSHIPS AND SEX EDUCATION LONG TERM SOW

Year	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	**Families** **O1 -** Different types of stable relationships, how they can contribute to human happiness	**Families** **O2 -** Marriage, legal status, rights and protections that are not available to unmarried couples, why marriage is important and why it must be freely entered into.	**Respectful relationships, including friendship** **O8 -** To treat and be treated with respect in school and society and impact of bullying.	**Online and media** **O13-** Rights, responsibilities and opportunities online	**Respectful relationships, including friendship** **O9 -** How stereotypes based on sex, gender, race, religion, disability can cause damage.	**Intimate and sexual relationships, including sexual health** **019 -** Identifying and managing peer pressure
	Respectful relationships, including friendship **O7 -** Positive and healthy friendships and other non-sexual relationships and practical steps to improve respectful relationships.					

8	**Families** **O3 -** Characteristics and legal status of other long-term relationships.	**Respectful relationships, including friendship** **O10 -** Legal rights and responsibilities regarding equality.	**Intimate and sexual relationships, including sexual health** **O20 -** Facts about reproductive health, fertility and menopause.	**Being safe** **O19-** Concepts and laws regarding coercion and forced marriage	**Online and media** **O15** - Impact of viewing harmful content	**Intimate and sexual relationships, including sexual health** **021** - Characteristics and positive aspects of healthy one-to-one relationships
	Online media **O14-** How information and data is collected and shared online.					
9	**Families** **O4** - Roles and responsibilities of parents with respect to raising children and characteristics of successful parenting.	**Online and media** **O16-** Online risks including consent and sharing material	**Intimate and sexual relationships, including sexual health** **O23** - Characteristics of healthy intimate relationships and how the choices we make in relationships can impact our health positively and negatively.	**Being safe** **O20-** Concepts and laws regarding FGM	**Online and media** **O17-** Impact of viewing sexually explicit material including pornography.	**Respectful relationships, including friendship** **O11-** Violent and criminal behaviour in relationships including coercive control.
	Intimate and sexual relationships, including sexual health **O22 -** Pregnancy facts including miscarriage and contraception.					

10	**Families** **O5 -**Determining whether people or sources of information are trustworthy and safe	**Families** **O6-** Pregnancy choices, abortion and adoption.	**Being safe** **021 -** How to communicate and recognise consent and when consent can be withdrawn.	**Intimate and sexual relationships, including sexual health** **O24 -** Alcohol and drugs and their effect on risky sexual behaviour.	**Respectful relationships, including friendship** **O12 -** Violent and criminal behaviour in relationships, sexual harassment and violence.	**Being safe** **022-** Concepts and laws relating to sexual consent, sexual exploitation, grooming and rape. AI generated Imagery Deep fakes
11	**Intimate and sexual relationships, including sexual health** **O25 -** Sexually transmitted diseases including HIV, AIDS, STI's and STD's, impact and treatment.	**Intimate and sexual relationships, including sexual health** **O26 -** Identifying and managing sexual pressure and choice to delay sex	**Online and media** **O18 -**Criminal consequences of viewing and sharing indecent images of children. Ai generated imagery Deep fakes			

Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • 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 • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • 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
Respectful relationships, including friendships	• 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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) • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • 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

TOPIC	STUDENTS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• 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 • 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)

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• 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 • 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, Consent. • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • 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) • 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 • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Please note: All the above topics are taught in a safe environment with emphasis on the Islamic ethos and values of the school

An audit was carried by all subject departments to highlight where the following topics are already being covered in the curriculum in line with the Department of Education RSE guidance (September 2020)

- **Families, family life**
- **Respectful relationships, including friendships**
- **Online Media (safety online)**
- **Intimate and sexual relationships, including sexual health**
- **Being Safe (consent, laws)**
- **AI generated imagery and deep fakes**
- **Mental Health and Suicide Prevention**
- **Exploring the influence of harmful subcultures such as incel communities on gender perceptions and sexual ethics**

Year 7
RS Wudu – what breaks wudu, periods, discharge of semen/sex/post-natal bleeding, Ghusl /Tayammum **Computer Science** – E-Safety **Year 7 Integration:** Within the "Private Information, Fake News, Source Credibility and Internet Safety" lessons, I introduced the concept of Deepfakes to highlight how AI-generated audio and video can be used to manipulate reality. **Source Verification:** Students are taught to critically evaluate social media content and cross-reference information with reliable media sources before accepting it as truth. **Safeguarding:** We discuss the risks of digital impersonation, specifically how adults may use AI tools to pretend to be children online, reinforcing why students should not communicate with strangers. **History** Normans, line of succession – marriage and reasons why they entered into the UK. Heir and legal status of marriage **English**   Class reading (Journey to the River Sea) Cultural differences –family life and friendship Shakespeare –contemporary response and modern 'A midsummer Night's Dream' generational family issues and friendships tested **Science**   Reproductive Topic – Human reproduction , endocrine system, PCOS, IVF, Miscarriage **Frenc**h   Family life **Science** Adolescence, puberty, reproductive system, fertilisation/implantations, development of foetus/pregnancy, the menstrual cycle

PSHE
Family life, friendships, personal hygiene, prevent breast cancer health
domestic violence, safeguarding, child sexual exploitation, emotional abuse and FGM

Maths – Use Hegarty maths, mathspad, kerboodle and google classroom –importance of online safety. Being safe online, working out inheritance and zakah and percentages in Maths lessons and family life.

Urdu – family life and media and technology looking at online safety.

Arabic – Family life, respectful relationships

Quran – tafseer of the quran – family life, relationships

Year 8

RS
Menstruation – interactive PPT/ Uterus/eggs/ female body parts/ Islamic ruling on menstruation, puberty, sanitary products, tampons – Islamic ruling, hygiene – removing hair

Art

My own environment' likes and dislikes, family life, the world around them, friendships, internet social media, games and society

Computer Science – E-Safety

History

 Tudor & Stuarts- families –marriage, legal, religious and cultural views of marriage. Sexual relationships –consummation of marriage

English

 Class reading (Anne Frank: Diary of a young girl) family issues under pressure

Shakespeare –contemporary response and modern 'The Merchant of Venice' friendships/families and prejudice.

Science

 Drugs/ alcohol – staying healthy, legality and health

PSHE
Family life, friendships, personal hygiene, prevent breast cancer health
domestic violence, safeguarding, child sexual exploitation, emotional abuse and FGM

Maths – Use Hegarty maths, mathspad, kerboodle and google classroom –importance of online safety. Being safe online, working out inheritance and zakah and percentages in Maths lessons and family life.

Urdu – family life and media and technology looking at online safety.

Arabic – Family life, respectful relationships

Quran – tafseer of the quran – family life, relationships

Year 9

RS
Rites of passage – birth/marriage/death, Divorce/iddah, marriage – expectation,
Diseases of the heart – temptations – sex before marriage, Friendships – healthy
relationships – opposite gender
science of the quran – feutus, circumcision

Art

Aboriginal art – based on dreams and reality – relationships, culture, coming of age

Computer Science – E-Safety

History

Slavery – including modern slavery issues including forced marriage, grooming, child
exploitation and human trafficking, equality and discrimination.

English

Short stories – a series which explores both family and friendship

Shakespeare – a contemporary response and modern 'Romeo and Juliet' love and
friendship/family difficulties.

Of Mice and Men – contemporary response and modern exploring the power of friendship
in the absence of family.

Geography

Students look at population in particular how China & India have implemented population
control

French

Online safety – Dangers and Social Media

PSHE Family life, friendships, personal hygiene, prevent breast cancer health
domestic violence, safeguarding, child sexual exploitation, emotional abuse and FGM

Maths – Use Hegarty maths, mathspad, kerboodle and google classroom –importance of
online safety. Being safe online, working out inheritance and zakah and percentages in
Maths lessons and family life.

Urdu – family life, arranged marriages, forced marriages and relationship choices. Media
and technology looking at online safety.

Arabic – Family life, respectful relationships

Quran – tafseer of the quran – family life, relationships

Year 10

Art

Personal study/metal health, - issues around mental, being safe, society, effects of social media, peer pressure, self-worth, contemporary responses to mental health.

Their own identity – self, relationships, family life, how they view the world, who are they and their role in society

Computer Science – E-Safety

Topic 2: Modern Digital & Social Context – AI and Imagery

Year 9 Industry Engagement: To bridge the gap between classroom theory and professional practice, a **Data Scientist from Lloyds Bank** is scheduled to speak on 5th February 2026. This session is designed to inspire female students by showcasing real-world AI applications and career paths in technology.

Technical Foundations (Years 8 & 9): While teaching "Selection (if-else statements)," I integrated lessons on how Large Language Models (LLMs) like ChatGPT function. Students learn that these models operate based on training data and pattern recognition rather than sentient "knowledge."

Ethical AI Adoption: To address students' doubts, I emphasise that AI is a collaborative tool rather than a human replacement. We discuss the importance of human judgement and the ethical necessity of adapting to new technologies while remaining critical of their outputs.

History

 Conflict and tension – discrimination against ethnic minorities during interwar period. Germany and the rise of Hitler – extremism and radicalization. Hate crimes and discrimination

English

Poetry cluster – contemporary response and modern, impact of conflict on families and friendships

An Inspector calls - contemporary response and modern societal inequality and how it impacts on family and friendship

Macbeth – Contemporary response and modern family ambition and the testing of friendship.

A Christmas Carol – contemporary response and modern. Societal inequality and how money impacts on family and friendships

Paper 1 Language – fiction extracts. Various

Paper 2 Non-fiction topical issues 19th Century and now,

Science – Genetic diseases/ embryo screening

French – Relationships, family/friends/marriage. Qualities of a good friend. Different changing people's attitudes to marriage.

RS
Sex, Marriage (age of consent), divorce, Christianity/Islamic/ secular attitudes, sexuality in Britain today (homosexuality), Muslim gay attitudes, before and after marriage sex,

same sex marriages, adoption, adultery/fornication/ promiscuity, contraception/ family planning, family structure – divorce/marriage/reconstituted marriages, nature of a family – single parent/nuclear, polygamy/polyandry, purpose of families/elderly, gender equality, religion and life – abortion/Euthanasia

STD's – Sexual health, human reproduction, hormones/ menstrual cycle, contraception / barrier method, surgical methods, infertility/IVF, screening embryo's/Genetics, Genetic disorders

Citizenship
Theme A: Life in the UK –Rights of abortion/political rights, tolerance/prejudice/discrimination, FGM, gender identity, misogyny, homophobia, and gender stereotypes

Psychology:
Mental health, neuropsychology, children's development, emotional development, cognitive psychology

PSHE
Family life, friendships, personal hygiene, prevent breast cancer health
domestic violence, safeguarding, child sexual exploitation, emotional abuse and FGM

Maths – Use Hegarty maths, mathspad, kerboodle and google classroom –importance of online safety. Being safe online, working out inheritance and zakah and percentages in Maths lessons and family life.

Urdu – family life, arranged marriages, forced marriages and relationship choices. Media and technology looking at online safety.

Arabic – Family life, respectful relationships, and online media

Quran – tafseer of the quran – family life, relationships

Year 11

Art

 Personal study/metal health, - issues around mental, being safe, society, effects of social media, peer pressure, self-worth, contemporary responses to mental health.

Their own identity – self, relationships, family life, how they view the world, who are they and their role in society

Computer Science – E-Safety

History

 Elizabethan England – Issues surrounding marriage and heirs

Science – communicable diseases (STD's), Menstrual cycle, contraception (evaluate types), fertility treatment, IVF,

French – Social issues and online society

RS
Sex, Marriage (age of consent), divorce, Christianity/Islamic/ secular attitudes, sexuality in Britain today (homosexuality), Muslim gay attitudes, before and after marriage sex, same sex marriages, adoption, adultery/fornication/ promiscuity, contraception/ family planning, family structure – divorce/marriage/reconstituted marriages, nature of a family – single parent/nuclear, polygamy/polyandry, purpose of families/elderly, gender equality, religion and life – abortion/Euthanasia

STD's – Sexual health, human reproduction, hormones/ menstrual cycle, contraception / barrier method, surgical methods, infertility/IVF, screening embryo's/Genetics, Genetic disorders

Citizenship
 Theme A: Life in the UK –Rights of abortion/political rights, tolerance/prejudice/discrimination, FGM, gender identity, misogyny, homophobia, and gender stereotypes

Psychology:
Mental health, neuropsychology, children's development, emotional development, cognitive psychology

PSHE
Family life, friendships, personal hygiene, sexual health, prevent breast cancer health domestic violence, safeguarding, child sexual exploitation, emotional abuse, sexual violence and sexual harassment and FGM

Maths – Use Hegarty maths, mathspad, kerboodle and google classroom –importance of online safety. Being safe online, working out inheritance and zakah and percentages in Maths lessons and family life.

Urdu – family life, arranged marriages, forced marriages and relationship choices. Media and technology looking at online safety.

Arabic – Family life, respectful relationships and online media

Quran – tafseer of the quran – family life, relationships

Appendix 3: Parent form: withdrawal from Sex education within RSE

NOTE: Please note that your daughter can not be removed from sex education in compulsory subjects like science and RS

TO BE COMPLETED BY PARENTS			
Daughter's name		Form	
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 name			
Signature			

A meeting with the Headteacher will be followed after submitting this withdrawal form.

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