Apex Primary School

RSE (Relationship and Sex Education) Policy

Created: July 2026 Review: July 2028

1.0 INTRODUCTION

In this policy the trustees and teachers of Apex Primary School, set out our intentions about relationships and sex education (RSE). We set out our rationale for and approach to relationships and sex education in the school.

2.0 Implementation and Review of Policy

Implementation of the policy will take place after consultation with the trustees. This policy will be reviewed every two years by the Head teacher, RSE lead and trustees. The next review date is July 2028.

2.1 Dissemination

The policy will be given to all members of the trustees, and all teaching and non-teaching members of staff. Copies of the final document will be available to all parents through the school's website. Details of the content of the RSE curriculum will be made available to parents.

3.0 DEFINING RELATIONSHIPS AND SEX EDUCATION

The DfE guidance states that, ***"children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way".*** This means that they should know what it means to be fully human, to be equipped to manage relationships so that they are healthy and successful and to be enabled to make moral decisions in conscience. The teaching of RSE will aid the development of their knowledge and understanding of themselves as individuals.

We will focus on, ***"teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."*** This includes the topics of families and of the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

Our RSE curriculum will give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

4.0 RATIONALE

> ***Today, I have perfected your religion for you, and have completed My blessing upon you, and chosen Islam as Dīn (religion and a way of life) for you***
>
> Al-Quran 5:3

Islam is a complete way of life for Muslims. Its guidance is comprehensive and includes the personal, social, moral, and spiritual aspects of our lives. Our involvement in educating our children about relationships and sex education is precisely because of this; we as Muslims must know how to have healthy, loving, and enriching relationships as well as know the role of relationship and sex in our lives.

> ***Indeed, in the Messenger of Allah you have an excellent example for whoever has hope in Allah and the Last Day and remembers Allah often.***
>
> Al-Quran 33:21

> ***And verily, you (O Muhammad, peace and blessings be upon you) are on an exalted standard of character.***
>
> Al-Quran 68:4

The Messenger of Allah (peace and blessings be upon him) was the best of all in character and he presented to us a practical example of how to conduct ourselves and live our lives. RSE at our school is centred on the example set by the Messenger of Allah (peace and blessings be upon him) and will be positive and prudent, showing the potential for development, whilst enabling the dangers and risks involved to be understood and appreciated.

Our RSE teaching will be in accordance with Islamic principles and values. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

4.1 VALUES AND VIRTUES

Our programme enshrines Islamic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in fulfilling the rights of others (*Huqqul Ibaad)* with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, chastity, integrity, prudence, mercy, and compassion.

4.2 AIMS OF RSE

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons, and develop caring and sensitive attitudes. It is in this context that we commit ourselves to: Provide children and young people with positive and prudent relationships and sexual education which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in the Islamic vision of education.

4.3 Objectives

To develop in pupils, the following attitudes and virtues:

- respect for the dignity of every human being – in their own person and that of others;
- responsibility and joy in the goodness of the created world as well as their own bodily natures (within clearly defined normative Islamic principles);
- responsibility for their own actions and a recognition of the impact of these on others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- recognising and valuing their own identity and that of others;
- reverence for the gift of human sexuality and fertility; (Year 6)
- fidelity in relationships.

To develop in pupils, the following personal and social skills:

- making sound judgements and good choices which have integrity and are respectful of each individual's personal commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse, and bullying;
- managing emotions within relationships, and when relationships break down, managing these with confidence, sensitivity, and dignity;
- managing conflict positively and recognising the value of difference;
- cultivating humility, mercy, and compassion;
- learning to forgive and be forgiven;
- developing self-esteem and is reflective in self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet, and peer groups, and thus developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

To know and understand:

- Islamic teaching on relationships and the nature and meaning of sexual love (Year 6);
- Islamic teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty (Upper KS2);
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation (Year 6).

5.0 INCLUSION AND DIFFERENTIATED LEARNING

We will ensure RSE is sensitive to the needs of individual pupils in respect to their different abilities, levels of maturity and personal circumstances and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

6.0 EQUALITIES OBLIGATIONS

The Trust have wider responsibilities under the Equality Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, religion, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity or sexual orientation or whether they are looked-after children.

7.0 BROAD CONTENT OF RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three interrelated ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

8.0 DELIVERY

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential aspects
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

9.0 PARENTS AND CARERS

Apex Primary School is committed to maintaining open and constructive communication with parents and carers regarding SMSC/ PSHE and RSE-related curriculum content.

The school will proactively consult with parents on the development and review of relevant curriculum areas. This may include curriculum overviews, workshops and written communication to ensure that parents are appropriately informed and able to share feedback.

Parents will continue to receive advance notification of sensitive or age-related curriculum content where appropriate.

In line with statutory guidance, curriculum materials and resources used within SMSC, PSHE and RSE provision will be made available for parents to view upon request. The school aims to ensure transparency while supporting constructive dialogue between home and school.

Apex Primary School values the role of parents as primary educators of their children and seeks to work in partnership with families in supporting pupils' personal, moral, social and emotional development.

Parents continue to have ***the right to withdraw*** their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher.

We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance below for further details on the right to be excused from sex education (commonly referred to as, 'the right to withdraw').

10.0 BALANCED CURRICULUM

Whilst promoting Islamic values and virtues, and teaching in accordance with Islamic principles, we will ensure that pupils are offered a balanced programme by providing an RSE curriculum that offers a range of viewpoints on issues.

Pupils will receive clear scientific information and they will cover aspects of the law pertaining to RSE. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Islamic values and principles. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Dedicated "Growing-Up" sessions for Year 6 (RSE):

Apex has a developed a bespoke "Growing-Up" scheme of work, which tackles all aspects of Muslim children growing up in UK society, including:

- Puberty – physical changes
- Islamic rulings on purification and puberty (including *ghusl* etc.)
- The importance of *hayā* (modesty) in Islam
- Friendship and role models
- Emotional changes during puberty
- Attitudes, Behaviours and Perceptions
- The body is an *amanāh* (trust) given by Allah *ta'āla*
- Identity search and Resilience, Responsibility and Accountability
- Open Q&A sessions

- Parental workshops on RSE

There are alternative provisions that can be arranged if parents decide to withdraw their child from the non-statutory elements of the RSE sessions. These sessions are taught separately for girls by respective female teachers and for boys by respective male teachers, due to the sensitivity of certain topics covered.

10.1 Alignment with Updated RSHE Statutory Guidance (2025)

Apex Primary School recognises the updated statutory guidance for Relationships, Sex and Health Education (RSHE) published by the Department for Education in July 2025, which became compulsory from 1 September 2026.

The school is committed to reviewing and updating its RSHE curriculum, teaching resources and staff training in preparation for implementation of the revised guidance. This review process will ensure that all statutory content is delivered in an age-appropriate, balanced and culturally sensitive manner, whilst remaining consistent with the school's Islamic ethos and safeguarding responsibilities.

Curriculum planning and resources will be updated to reflect relevant statutory themes including:

● correct and age-appropriate anatomical terminology;
● understanding that families may differ in structure and composition, including awareness of same-sex parent families;
● online safety, including risks associated with image-sharing, peer pressure and digital communication;
● promoting respectful behaviour, positive masculinity and awareness of violence against women and girls (VAWG);
● personal safety, including road, rail and water safety;
● health education relating to vaping and substance awareness;
● emotional wellbeing, bereavement, grief and seeking support when needed.

The school will ensure that parents and carers are appropriately consulted and informed during the implementation of updated RSHE content and that teaching materials remain available for review upon request.

10.2 RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the teaching of relationships and sex education programme lies with the class teachers. However, all staff will contribute to the development of pupils' personal and social skills and will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils demonstrating good, healthy, wholesome relationships between each other, other adults and pupils.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always compliment the current programme and never substitute or replace teacher led sessions. All external visitors will be fully vetted and clearly informed about their role and responsibility whilst they are in school delivering a session. All visitors will have to adhere to our code of practice developed in line with the schools' Visitor's declaration/guidance form.

Health professionals will follow the school's policies using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Islamic principles and practice.

OTHER ROLES AND RESPONSIBILITIES REGARDING RSE

Trustees

- draw up the RSE policy, in consultation with SLT;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies, e.g. SEN, the ethos of the school and our Islamic beliefs;
- ensure that parents know of their right to withdraw their children;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

Head teacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the trustees, the Local Authority, and appropriate agencies.

PSHE/RSE Lead

The lead with the Head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. They may be supported by the curriculum lead and the member of staff with responsibility for child protection.

All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral, and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Islamic ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff should be aware of the policy and how it relates to them.

RELATIONSHIPS TO OTHER POLICIES AND CURRICULUM SUBJECTS

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other policy documents (e.g. Anti-Bullying Policy, Safeguarding Policy etc).

Pupils with additional needs will receive appropriately differentiated support to enable them to achieve desired outcomes. Teaching methods will be adapted to meet the varying needs of all pupils.

CONTROVERSIAL AND SENSITIVE QUESTIONS

The trustees want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered and be sure that they will be free from bullying or harassment from other children and young people.

There may be sensitive or controversial issues raised by pupils when discussing certain topics in RSE. These may be due to their own experiences or because of the values that they hold. The trustees believe that children are best educated and protected from harm and exploitation when given the opportunities to discuss such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for this discussion.

(See also: Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE), Managing difficult questions on pg 23 for more detail)

SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE AT RISK

Children will need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse, they are required to follow the school’s Safeguarding Policy and immediately inform the DSL (Designated Safeguarding Lead).

CONFIDENTIALITY AND ADVICE

All trustees, all teachers, all parents, and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Islamic understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the RSE programme. Teachers will always help pupils facing personal difficulties, in line with the school's Pupil Wellbeing Policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality.

MONITORING AND EVALUATION

The RSE lead will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils' work at regular intervals. The programme will be evaluated annually by means of questionnaires, assessments given to pupils, and/or by discussion with pupils and staff. Trustees will consider all such evaluations and suggestions before amending the policy. Trustees remain ultimately responsible for the policy.