



RSE Policy 2025

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RELATIONSHIPS AND SEX EDUCATION POLICY INTRODUCTION

This is a statutory policy based on statutory guidance from the DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996, and applicable to all independent schools. In this policy, the Trustees, headteachers and teachers of CMSS, in partnership with pupils and their parents, 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.

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 Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is learning about the physical, social, emotional and legal aspects of human relationships, including within peer groups and friendships, as well as within intimate and committed relationships. It should equip young people with the information, skills and positive values to have happy, healthy and safe relationships, to enjoy their impending adulthood and to take responsibility for their personal health and wellbeing, both now and in the future.

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. It will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).

RATIONALE

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 and know the role of sex in our lives.

RSE at our school 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, values and our School’s Mission statement.

It will emphasise the central importance of marriage and the family and acknowledge that all pupils have a fundamental right to have their life respected, whatever their personal circumstances. It will also prepare pupils for life in modern Britain.

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 with 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.

AIMS OF RSE

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, and 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 in partnership with parents to provide children and young people with positive and prudent relationships and sexual education compatible with their physical, cognitive, psychological, and spiritual maturity and rooted in the Islamic vision of education.

OBJECTIVES

To develop in pupils the following attitudes and virtues:

- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- 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 sexual identity and that of others;
- reverence for the gift of human sexuality and fertility;
- fidelity in relationships.

To develop in pupils the following personal and social skills:

- making sound judgments and good choices that have integrity and that 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 confidence, demonstrating 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;
- 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;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way that is compatible with their stage of life, their own values, and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice and what the Islamic perspective is on this topic. Students learn about personal hygiene, healthy eating and first aid as part of our PSHE curriculum

INCLUSION AND DIFFERENTIATED LEARNING

We will ensure RSE is sensitive to the needs of individual pupils with 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. Students will also be shown how these matters are dealt with according to the school's policy on "Anti-Bullying" with the aim to provide assurance of being taught in a safe and Islamic environment.

EQUALITIES OBLIGATIONS

The Trustees have wider responsibilities under the Equalities 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.

DfE's statutory guidance on RSE which says, "In all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics." (pg. 12)

BROAD CONTENT OF RSE

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

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

ASSESSMENT OPPORTUNITIES

Teachers will be assessing students in the following methods:

- Written classwork
- Discussions
- Quizzes
- Class/school speeches
- Visual learning
- Verbally

PARENTS AND CARERS

We recognise that we will be able to deliver successful outcomes for our children when collaboration is strong, particularly between pupils, parents and the school. As a school, we will therefore support parents and carers by providing material to be shared with their children at home. We will deliver workshops (i.e. online webinars) to help parents/carers find out more. Additionally, parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered so as to allay concerns and to enable them to be prepared to talk to and answer questions from their children about their learning. Parents will be consulted during the process of monitoring, review, and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

RIGHT TO WITHDRAW

Parents continue to have the right to withdraw their children from Sex Education that is part of the RSE curriculum up until 3 school terms before a child turns 16. Parents do not have the right to withdraw their children from the topics taught, such as human reproduction in the compulsory science curriculum. This has always been part of the science curriculum, and there has been no change in this area. Should parents wish to withdraw their children from the sex education topics of the RSE curriculum, they are asked to notify the school by contacting the Head teacher of the school via email. The school will

provide support by allowing the parents to visit the school to view the resources if they wish to look at them. A child removed from sex education lessons will be provided with alternative work to complete under the supervision of another teacher.

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: "Relationships Education, Relationships and Sex Education (RSE and Health Education)" " page 17, for further details on the right to be excused from sex education (commonly referred to as, 'the right to withdraw').

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 such as; marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality. 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.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for teaching the relationships and sex education programme lies with the following departments: Science, Religious Education, Quran, Physical Education, and PSHE 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 may call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement 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 School Visitor Policy.

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

- Senior Leadership Team draw up the RSE policy in consultation with parents and teachers;
- ensure that the policy is available to parents;
- ensure that the policy is in accordance with other whole school policies
- ensure that parents know of their right to withdraw their children;
- establish a link SLT/staff member to share in the monitoring and evaluation of the programme, including resources used;
- ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE.

Head teacher

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

PSHE/RSE Co-ordinator

The co-ordinator 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 deputy and the member of staff with responsibility for child protection).

All Staff

RSE is a whole school issue, and therefore, there are cross-curricular aspects to its provision. 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 will be included in the development of this policy, and all staff members should be aware of the policy and how it relates to them.

All Parents

Parents have the responsibility to talk to their children and encourage them to ask questions. They should ask children what they are learning at school and encourage discussion. Parents should ask for advice when they are unsure about any of the content taught and/or use books and other resources at home. Parents should support their children in recognising that growing up and puberty is a normal part of life.

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 school wants 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 school believes 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, Managing difficult questions, page 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 Designated Safeguarding Lead.

CONFIDENTIALITY AND ADVICE

All Trustees, all teachers, all support staff, 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 that 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 that are discussed in the RSE programme. Teachers will always help pupils facing personal difficulties, in line with the school's Safeguarding Policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality.

MONITORING AND EVALUATION

The RSE Co-ordinator 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 biannually by means of questionnaires/response sheets/needs assessment given to pupils, and/or by discussion with pupils, staff and parents. The results of the evaluation will be reported to these groups of interested parties, and their suggestions sought for improvements. Trustees/SLT will consider all such evaluations and suggestions before amending the policy. Trustees/SLT remain ultimately responsible for the policy.