

Al Mu'min Primary & Secondary School

FAITH *LEARNING*LIFE



Relationship and Sex Education Primary Policy

September 2025-26

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RELATIONSHIPS AND SEX EDUCATION POLICY

INTRODUCTION

This policy has regard to any guidance under section 80A of the Education Act 2002.

In this policy the governors and teachers of Al Mumin Primary School, 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.

- *Meeting with parents online*
- *Parents will be able to access planning for RSE*
- *Meeting with staff regarding RSE*
- *Feedback from staff*

Implementation and Review of Policy

Implementation of the policy will take place after consultation with the Proprietor in the Summer term 2021. This policy will be reviewed every year by the SLT, RSE Co-ordinator, and staff. The next review date is Summer 2023

Dissemination

The draft policy will be given to all members of the SLT, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents through the school's prospectus and a copy is available in the school office. Details of the content of the RSE curriculum will also be made available in a file at the school office.

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"¹. 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 sexual beings.

Al Mumin primary school 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."² This includes the topics of families and of the people who care for me, caring friendships, respectful relationships, online relationships and being safe.

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Head Teachers, principals, senior leadership teams, teachers Page 4

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, Head Teachers, principals, senior leadership teams, teachers Page 19

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 and know the role of 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.

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.

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:

In partnership with parents, to provide children and young people with a 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.

Objectives

In primary students will be taught about families and people who care for them, relationships and online safety

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 judgements and good choices which have integrity, and which 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.

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.

All children are offered a broad, balanced curriculum differentiated to meet their needs as necessary. There is equality of access to the whole curriculum. No child is denied access to any part of the broad curriculum unless specific physical need or religious/cultural considerations make it inappropriate. We are very mindful of the learning needs of all of our children and those with Special Educational Needs are supported via effective planning, teaching and assessment, differentiated activities, as necessary, high, realistic expectations, suitable resources and recording formats. Children who have specific needs in relation to literacy will receive direct adult support in reading and recording.

We expect all children to achieve their full potential and we challenge any gender related underachievement.

EQUALITIES OBLIGATIONS

The Governing Body 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.

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.

See appendix 1 'RSE Curriculum Overview'

DELIVERY

Teaching strategies will include:

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

Teachers are expected to make regular assessment of child's progress and to record these systematically. The following is the school policy for assessment

We will aim to use a variety of methods to assess pupils including teacher observations, summative and formative assessment that fully informs future planning.

In RSE we will also assess by:

- Talking to the pupils and asking questions. - Discussing the work with the pupil.
- Looking at the work and marking against the learning objective. - Observing the pupils carrying out practical tasks.
- Pupils self-evaluation of their work.

Children's work is recorded in a variety of ways and styles. This may include work within their book, creating posters as well as class/ group discussions and debates and verbal feedback from the children

The assessment arrangements for RSE will be in line with the school current assessment policy

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. We as a school will therefore support parents and carers by providing material to be shared with their children at home. We have delivered workshops to help parents/carers to find out more.

Parents will be consulted before this policy is ratified by the Proprietor. They will be consulted at every stage of the development of the RSE programme, as well as 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.

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. The pupil is so excused until the request is withdrawn, unless or to the extent that the headteacher considers that the pupil should not be so excused. A log will be kept updated and checked annually. The school will provide support by providing material for parents to help their children with their learning.

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').

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.

RESPONSIBILITY FOR TEACHING THE PROGRAMME

Responsibility for the teaching of relationships and sex education programme lies with all Primary Staff within their Islamic Studies lesson

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 CES guidance. 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

Head teacher

The Head teacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Proprietor, parents, the Local Education 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. 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 have been included in the development of this policy and 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 of pupils.

CONTROVERSIAL AND SENSITIVE QUESTIONS

The governors 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 SLT 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, 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 senior member of staff responsible.

CONFIDENTIALITY AND ADVICE

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 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. 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 annually 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. SLT will consider all such evaluations and suggestions before amending the policy.

APPENDIX 1



AMS RELATIONSHIPS EDUCATION LONG TERM OVERVIEW - PRIMARY

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|---|--|---|---|---|--|---|
| 1 | Families O1 - Our families and how they make us feel. | Caring friendships O10 - Choosing and making friends. | Respectful relationships O17 - Good manners and courtesy. | Respectful relationships O18 - Self-respect and happiness. | Being safe O26 - Looking after my body and being respectful to others. | Online relationships O33 - Rules for staying safe online. |
| 2 | Families O2 - How my family cares for me and keeps me safe. | Caring friendships O11 - How friends make us feel happy and secure. | Respectful relationships O19 - Respecting each other's differences. | Being safe O27 - Differences between appropriate and inappropriate physical and other contact. | Being safe O28 - Boundaries and secrets in friendships. | Online relationships O34 - Know that sometimes people pretend to be someone else, including online. |
| 3 | Families O3 - Love, security and stability in happy family relationships. | Caring friendships O12 - Characteristics of caring friendships. | Respectful relationships O20 - Practical steps to support respectful relationships. | Respectful relationships O21 - Different types of bullying and the impact of bullying. | Being safe O29 - Persistence in asking for advice and help. | Online relationships O35 - Applying the same principles to online relationships as face-to-face relationships. |
| | | Caring friendships O13 - Healthy, positive friendships and how they make us and others feel. | | | | |
| 4 | Families O4 - Characteristics of a healthy family including, spending time together. | Families O6 - Problems in family life and family relationships. | Caring friendships O14 - Problems in friendships and how to resolve them. | Respectful relationships O22 - Responsibilities of bystanders and reporting bullying. | Being safe O30 - Responding safely and appropriately to unknown adults, including online. | Online relationships O36 - How information and data is shared and used online. |
| | Families O5 - Commitment in family life, including extended family, and sharing each other's lives. | | | | | |
| 5 | Families O7 - What to do when family relationships become unhappy/unsafe. | Caring friendships O15 - Recognise who to trust and evaluating when friendships make me unhappy. | Respectful relationships O23 - Respecting others, including those in positions of authority. | Respectful relationships O24 - What stereotypes are and the impact of them. | Being safe O31 - Recognise and report feelings of being unsafe or feeling bad about adults. | Online relationships O37 - Recognising and reporting risks and harmful content. |
| 6 | Families O8 - Different types of families and how we respect differences. | Families O9 - Marriage, including legal perspectives. | Caring friendships O16 - Managing conflict. | Respectful relationships O25 - Permission seeking and giving in relationships. | Being safe O32 - Getting advice and developing the confidence and vocabulary to report concerns of abuse. | Online relationships O38 - Critically consider online friendships and sources of information. |

