

# **Relationships and Sex Education (RSE) Policy**

**School:** Rawdah Montessori Primary School

**Date of Policy:** October 2025

**Member of Staff Responsible:** Headteacher / RSE Lead

**Review Date:** Annually

## **1. Introduction and Aims**

At Rawdah Montessori School, we are committed to providing a holistic education that nurtures the intellectual, spiritual, emotional, and physical development of every child, in line with both the Montessori philosophy and our Islamic faith.

We understand that Relationships and Sex Education (RSE) is a crucial part of preparing pupils for life. Our aim is to teach RSE within a clear framework of Islamic values, focusing on dignity, respect, modesty ('haya'), and responsibility. We seek to create a partnership between home and school, ensuring that children receive accurate information and develop the skills to build healthy, loving, and respectful relationships throughout their lives .

## **2. Statutory Framework and Definitions**

This policy has been formulated with due regard to the following legislation and guidance:

- **The Education (Independent School Standards) Regulations 2014 (Paragraph 2A):** This legally requires the proprietor to ensure that pupils are provided with relationships education (in primary) and that a written policy is in place, published, and consulted upon with parents .
- **Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019:** This makes Relationships Education compulsory for all primary school pupils.
- **DfE Statutory Guidance (2025):** Schools must have regard to this guidance. It requires schools to teach about the importance of family, loving relationships, and respect, while giving schools with a religious character the freedom to reflect their faith perspective .
- **The Equality Act 2010:** Schools must ensure they teach in a way that is accessible to all and promotes respect for others.

For clarity at Rawdah Montessori:

- **Relationships Education (Compulsory):** Focuses on teaching the fundamental building blocks of positive relationships, including families, friendships, respect, and online safety .
- **Sex Education (Discretionary):** In primary schools, this refers to teaching about human reproduction. We will teach the biological facts as part of the National Curriculum for Science. We may teach additional content in Upper Primary (Years 5/6) regarding conception and birth, framed within the Islamic context of the sanctity of marriage and family life. Parents will be consulted on this content and have the right to withdraw their child .

### **3. Core Principles: The Montessori and Islamic Ethos**

Our RSE provision is unique because it is filtered through the lenses of both Montessori pedagogy and Islamic faith:

- **Educating the Whole Child:** Following Montessori principles, we recognise that education must address the physical, emotional, social, and spiritual development of the child. RSE is therefore not a standalone topic but part of understanding our humanity .
- **Respect and Dignity:** Central to both Islam and Montessori is the concept of respect—respect for oneself, for others, and for the environment. We teach children that their body is an Amanah (trust) from Allah and must be treated with honour and respect.
- **Family as the Foundation:** In line with Islamic teachings on the importance of family (Ummah) and marriage (Nikah), we teach that families are the fundamental building block of society, providing love, security, and stability .
- **Modesty and Self-Control (Haya'):** We aim to foster an atmosphere of modesty and self-respect, equipping children with the confidence to set personal boundaries and understand the Islamic concept of appropriate behaviour

### **4. Curriculum Content**

Our RSE curriculum is age-appropriate and delivered progressively from Early Years through to Year 6.

#### **4.1 Relationships Education (All Pupils)**

This is taught through our PSHE curriculum, circle times, and Islamic Studies. Pupils will learn:

- **Families and People Who Care for Me:** That families are important for love and security. Pupils will learn about the Islamic family structure, the importance of loving relationships within a family, and how to recognise if family relationships are making them feel unhappy or unsafe .
- **Caring Friendships:** How to be a good friend, the importance of kindness, honesty, and mutual respect. This is taught practically through the Montessori mixed-age classroom environment.
- **Respectful Relationships:** The importance of respecting others, even when they are different. This includes understanding simple boundaries, good manners (Adab), and treating everyone with kindness.
- **Online Relationships:** Rules for keeping safe online, that people sometimes behave differently online, and the importance of telling a trusted adult about anything that makes them feel uncomfortable .
- **Being Safe:** The concept of privacy and that each person's body belongs to them (consistent with our Safeguarding and 'Prevent' duties). Pupils will learn the difference between appropriate and inappropriate touch and how to report concerns.

#### **4.2 Sex Education (Upper Primary - Years 5 & 6)**

While we teach the biological aspects of puberty as part of Science and Health Education (e.g., changing adolescent body, menstrual wellbeing), our specific Sex Education content focuses on:

- **Puberty and Physical Changes:** Understanding the physical and emotional changes during puberty in a positive and reassuring way, framed within the context of growing up as part of Allah's plan .
- **Conception and Birth:** If taught, this will be delivered with the utmost sensitivity, focusing on the biological facts (as per the Science curriculum) and the Islamic value of marriage (Nikah) as the respectful and loving context for family life. We will use high-quality, approved resources that align with our ethos .
- **Health and Hygiene:** Practical guidance on menstrual wellbeing and personal hygiene (Tahara), ensuring girls feel prepared and supported.

### **5. Teaching and Learning Strategies**

- **Montessori Approach:** Where possible, we use concrete materials and real-life stories. We follow the child's readiness, ensuring information is given when the child is developmentally ready to receive it. We use mixed-age groups to foster peer support and mentorship .

- **Safe Environment:** Lessons are taught by trusted, qualified staff. Ground rules are established to ensure discussions are respectful and questions are answered sensitively without embarrassment.
- **Answering Questions:** Staff will answer questions factually and appropriately within the boundaries of the school's ethos. If a question is too explicit or not age-appropriate, the teacher will acknowledge it positively and may respond with: "That is a great question, and it is something you will learn about when you are a little older." Parents will be informed if sensitive questions arise .
- **Resources:** We will use books and materials that are carefully selected for their alignment with both Montessori principles and Islamic values, ensuring they are factual, age-appropriate, and respectful .

## **6. Roles and Responsibilities**

### **6.1 The Proprietor (Governing Body)**

- To ensure the school complies with its legal duties regarding RSE.
- To approve the RSE policy after consultation.
- To hold the Headteacher to account for its implementation.

### **6.2 The Headteacher**

- To implement the policy and oversee the RSE curriculum.
- To engage with parents and handle requests for withdrawal from sex education.
- To ensure staff are trained and confident to deliver the curriculum.

### **6.3 Staff**

- To deliver RSE in a sensitive, age-appropriate manner that respects the school's Islamic ethos.
- To create a safe learning environment.
- To follow safeguarding procedures if a disclosure is made.

### **6.4 Parents**

We recognise that parents are the primary educators of their children in matters of faith and relationships .

- We will consult with parents when developing and reviewing this policy .
- We will inform parents in advance of any Sex Education lessons and offer them the opportunity to view the materials.
- We will support parents in talking to their children about these topics at home.

## **7. Parental Right to Withdraw**

As a primary school, parents have the right to request that their child be withdrawn from **sex education** (other than the sex education covered in the National Curriculum for Science, which is compulsory) .

- **Process:** Any parent wishing to withdraw their child should put this request in writing to the Headteacher. The Headteacher will invite the parent to a meeting to discuss the request, understand their concerns, and clarify the benefits of the education .
- **Record:** Withdrawal requests will be recorded and kept on file.
- **No Right of Withdrawal:** Parents cannot withdraw their child from **Relationships Education** or the **Science curriculum**.
- **Alternative Arrangements:** The school will make alternative arrangements for pupils who are withdrawn, such as supervised quiet study.

## **8. Inclusion and SEND**

We ensure that RSE is accessible to all pupils, including those with Special Educational Needs or an Education, Health and Care (EHC) plan. Teaching will be differentiated to meet the needs of all learners, ensuring they receive the knowledge and support needed to keep themselves safe .

## **9. Engaging Parents and Transparency**

In line with statutory requirements, we will:

- Publish this policy on our school website .
- Proactively consult with parents when the policy is reviewed or updated .
- Make all curriculum materials available to parents on request .
- Hold parent information sessions to explain our approach and address any concerns .

## **10. Monitoring and Review**

This policy will be reviewed annually by the Headteacher and the Governing Body.

- **Monitoring:** The RSE curriculum will be monitored by the [Headteacher/RSE Lead] through lesson observations, planning reviews, and pupil feedback.

## **Review of Policy Dates**

REVIEW DATE	REVIEWED BY	SIGNED OFF (Name & Role)
<b>Oct 2025</b>	Governing Body	<b>Chair:</b> Sohaib Tanvir
<b>Next Review Due:</b>		
<b>Oct 2026</b>	Governing Body	<b>Chair:</b>
	Headteacher	<b>Headteacher:</b>