

Daffodil Grammar School for Girls

Relationships and Sex Education Policy

School address: 163 Commercial Road, London, E1 2DA

Proprietor: ASM Anisuzzaman

Headteacher: Mr Stephen Montford

Designated Safeguarding Lead: Eman Ahamed

1. Status, authority and purpose of this policy

This policy sets out the formal arrangements by which Daffodil Grammar School for Girls delivers Relationships and Sex Education as part of its wider programme of Personal, Social, Health and Economic education. It explains the school's educational aims, legal duties, curriculum principles, staffing arrangements, parental engagement processes, and safeguarding expectations in relation to this area of the curriculum.

This policy is intended to operate as a real governance document. It is not a summary note and it is not a general statement of good intentions. It is the school's operative framework for how Relationships and Sex Education will be planned, delivered, monitored, reviewed and, where necessary, corrected. It therefore applies to the proprietor, the headteacher, all teaching staff, any senior leader with curriculum responsibility, the Designated Safeguarding Lead, and all those involved in the planning or delivery of the school's PSHE programme.

The school recognises that Relationships and Sex Education is one of the most sensitive areas of school provision. It is sensitive because it concerns personal development, bodily development, emotional growth, safety, vulnerability, family life, values, online behaviour, and the capacity of pupils to understand and respond to risk. It is also sensitive because parents rightly expect clarity, consistency and good judgement from the school in this area. For that reason, the school will not treat RSE as an occasional add-on, a loosely supervised discussion topic, or a space for individual teachers to improvise personal views. It will be delivered as a planned, structured and carefully governed part of the curriculum.

The school further recognises that RSE is not simply about teaching content. It is also part of the school's safeguarding framework, part of its personal development curriculum, part of its duty to prepare pupils for later life, and part of its responsibility to encourage respect for others and lawful conduct. The revised DfE guidance continues to place strong emphasis on teaching that is age-appropriate, factually accurate, and responsive to safeguarding need, and makes clear that schools must be transparent with parents about what is being taught.

2. Legal and regulatory framework

This policy is written having regard to the Department for Education's revised **Relationships Education, Relationships and Sex Education and Health Education** statutory guidance published in July 2025, which is intended to come into force from 1 September 2026. The revised guidance states that, unless otherwise specified, references to schools include independent schools, and it replaces the earlier 2019 framework from its commencement date.

This policy is also framed by the **Education (Independent School Standards) Regulations 2014** and the Department for Education's **Independent School Standards guidance** updated in April 2026. That guidance confirms that all schools must provide some form of PSHE for all pupils and that the curriculum should reflect the aims and ethos of the school, including a particular faith ethos where relevant. At the same time, it states that PSHE must encourage respect for others, with particular regard to the protected characteristics set out in the Equality Act 2010, and that it is not enough for a school simply to say that it teaches respect for everyone in a general sense.

The school also recognises its duties under the **Equality Act 2010**. The current DfE advice for schools explains that schools must not unlawfully discriminate and must act lawfully in the way they educate pupils, provide access to benefits and services, and manage school life. This has direct implications for RSE, particularly in ensuring that the curriculum does not unlawfully stigmatise pupils or groups, and that it supports respect, dignity and lawful treatment of others.

The school further recognises that RSE is inseparable from safeguarding. **Keeping Children Safe in Education 2025** continues to require schools to understand and address sexual harassment, sexual violence, peer abuse, online safety, harmful sexual behaviour and wider safeguarding culture. This means that RSE is not simply a matter of health information or moral discussion. It is a vital part of helping pupils understand boundaries, recognise risk, and seek help.

3. School context and ethos

Daffodil Grammar School for Girls is an Islamic school for girls. The school's RSE provision is therefore delivered within an Islamic moral and educational framework that emphasises dignity, modesty, personal responsibility, self-respect, respect for parents and lawful authority, and the importance of family life and moral conduct.

The school does not regard its ethos as being in conflict with the statutory framework. Rather, it understands the ethos of the school as shaping the way statutory content is taught, the language in which it is expressed, the moral context in which it is explained, and the standards of conduct and respect that are reinforced throughout the curriculum. The April 2026 Independent School Standards guidance specifically recognises that schools may adjust PSHE content to reflect a particular faith ethos, provided that they still comply with the standards, including the duty to encourage respect for other people with particular regard to protected characteristics.

The school is therefore clear about the distinction between **framing** and **omitting**. It may frame required content through the lens of its Islamic ethos. It may not omit statutory content merely because it is sensitive. It may teach relationships, family life, physical development, boundaries, safety and responsibility in a way that reflects the school's values. It may not do so in a way that leaves pupils ignorant of what they are entitled to know for their safety, personal development and future wellbeing.

The school's approach is also shaped by the fact that it is opening with Key Stage 3. The school therefore understands that pupils are at a stage of significant physical, emotional and social development, but are still young enough to require careful protection from material that is premature, unduly graphic, ideologically loaded or otherwise unsuitable. The revised DfE guidance places increased emphasis on age-appropriateness, factual accuracy and avoiding content that is not suitable for a pupil's developmental stage.

4. Educational aims of RSE at Daffodil Grammar School for Girls

The school's aim is to provide Relationships and Sex Education that is morally serious, educationally sound, legally compliant, and safeguarding-led. The school wants pupils to gain the knowledge and understanding they need to navigate adolescence safely and responsibly, to understand their own development, to recognise healthy and unhealthy behaviours, to understand the importance of respectful relationships, and to know how to seek help when needed.

The school also aims to ensure that pupils develop a framework for wise judgement. RSE is not only about information. It is also about helping pupils distinguish between healthy and unhealthy

influence, between respect and coercion, between lawful and unlawful behaviour, between appropriate privacy and dangerous secrecy, and between trustworthy guidance and harmful misinformation, especially online. The revised statutory guidance continues to place significant weight on teaching that prepares pupils to navigate modern risks, especially those associated with online environments, harmful content and exploitative behaviour.

Another central aim is to ensure that pupils understand the dignity of the human person, the importance of self-respect, the necessity of respecting others, and the seriousness of personal boundaries. The school wants pupils to understand that respect is not a vague sentiment but a principle that has practical implications: in speech, conduct, friendship, digital behaviour, physical boundaries, and the treatment of others.

The school also intends RSE to strengthen safeguarding. Pupils must not be left without the vocabulary, understanding or confidence to recognise exploitation, inappropriate conduct, coercion, online manipulation, sexual harassment or unsafe secrecy. Teaching in this area must help them identify risks and know what to do if something is wrong. KCSIE 2025 continues to require schools to create a safeguarding culture in which pupils understand how to identify concerns and seek support.

5. Curriculum structure and mode of delivery

At Daffodil Grammar School for Girls, RSE is delivered as part of a structured PSHE programme. It is not delivered as an isolated subject detached from the wider personal development curriculum. The school takes the view that this is educationally preferable because relationships, wellbeing, safety, conduct and personal responsibility are interconnected and are best taught through a coherent programme rather than fragmented lessons.

RSE is taught by classroom teachers. The school has decided against outsourcing routine delivery to external speakers because it considers that consistent classroom delivery, by staff who know the pupils, is safer, more accountable and more educationally coherent. However, the school uses the **Association of Muslim Schools** programme as its curriculum basis and resource framework. These materials are used because they allow the school to reflect its ethos while still structuring provision in a deliberate and organised manner.

The school will ensure that classroom teachers delivering RSE are given clear guidance, know the boundaries of the curriculum, understand the safeguarding implications of the subject, and deliver content consistently across the school. No teacher may depart substantially from the agreed curriculum by introducing unapproved content, speculative personal views, activist material, or discussion formats that are educationally weak or safeguarding-inappropriate.

The revised DfE guidance makes clear that schools should take care over the appropriateness and quality of materials, ensure that teaching is accurate and age-appropriate, and be able to explain clearly to parents what is being taught. The school therefore understands curriculum control in RSE as a leadership responsibility, not merely a classroom matter.

6. Content principles and sequencing

The school's RSE curriculum will be planned progressively across Key Stage 3. This means that content will not be presented as a single block or one-off event, but will be revisited and developed over time in a manner appropriate to pupils' age, maturity and stage of development.

The school will ensure that pupils are taught about healthy friendships, respect, family life, personal boundaries, online behaviour, emotional wellbeing, physical development, puberty and human reproduction in a sequenced way. It will also ensure that teaching about risk, coercion, exploitation, online harms and inappropriate behaviour is integrated rather than postponed until too late.

In line with the revised guidance, the school will maintain a firm commitment to **factual accuracy** and **biological clarity**. Where biological or medical facts are taught, they will be taught clearly and accurately. The revised 2025 guidance places greater emphasis than the 2019 framework on ensuring that schools teach clearly and accurately, particularly where biological fact is concerned.

The school will also ensure that the presentation of content is **age-appropriate**. That principle does not mean that safeguarding-relevant issues should be avoided. It means they must be taught in a form that is suitable to the pupils' age and understanding. The school rejects both extremes: it will not leave pupils ignorant of risks they face, but neither will it expose them to material that is premature, explicit or educationally unnecessary.

7. The school's approach to sensitive and contested matters

The school recognises that some aspects of RSE will be sensitive. That sensitivity may arise because the content concerns bodily development, personal boundaries, sex, family life, harmful

behaviour, or broader social questions. The school also recognises that some issues in public debate are contested and that schools must exercise caution and clarity.

The school's position is that sensitive matters must be taught with restraint, factual discipline and professional clarity. Teachers must not present personal beliefs, speculative social theories or contested ideological positions as established fact. They must teach within the approved curriculum and in a manner consistent with the school's ethos, the revised statutory guidance and the school's equality duties.

Where content engages matters of legal protection and respect for others, the school will teach clearly that all persons must be treated with dignity and must not be bullied, degraded, humiliated or harassed. Where content engages biological facts, the school will teach those facts accurately. Where content engages safeguarding risk, the school will teach pupils what they need to know to stay safe. The revised statutory guidance reinforces the importance of factual accuracy and careful treatment of sensitive issues.

The school will not use RSE lessons as a forum for open-ended ideological debate. It is not the role of Key Stage 3 RSE to expose pupils to confusing, sensational or highly politicised discussion under the guise of balance. The school's duty is to teach clearly, accurately, respectfully and safely.

8. Relationships education and the culture of respect

A central part of RSE at Daffodil Grammar School for Girls is relationships education. The school wants pupils to understand what respectful relationships look like and how healthy relationships differ from manipulative, coercive or exploitative ones.

Pupils will be taught about friendship, trust, kindness, loyalty, respect, boundaries, communication, privacy and the importance of lawful and respectful treatment of others. They will be taught that friendship is not ownership, that pressure is not affection, that secrecy can be dangerous, and that respect includes listening, restraint and responsibility.

The school will also teach that bullying, intimidation, humiliation, coercion, sexualised language, harassment and degrading treatment are inconsistent with healthy relationships and are unacceptable. This aspect of the curriculum supports both the school's Behaviour Policy and its safeguarding duties.

The Independent School Standards guidance requires PSHE to encourage respect for others with particular regard to protected characteristics. The school therefore understands relationships education as including not only interpersonal skills but also lawful respect for other people and rejection of discriminatory conduct.

9. Puberty, bodily development and sex education

The school recognises that puberty and bodily development must be taught clearly and sensitively. Pupils must understand the physical and emotional changes associated with adolescence, and this teaching must be conducted in a way that is factual, respectful and age-appropriate.

Sex education elements within the school's curriculum will be taught in accordance with the revised statutory framework and the school's ethos. The school will ensure that pupils receive clear and accurate teaching about human reproduction and related matters at the appropriate stage. This teaching will be handled seriously, without embarrassment, sensationalism or unnecessary explicitness.

The school recognises that parents have a right to request withdrawal from sex education, but not from relationships education or the science curriculum where biological reproduction is taught as part of science. The revised statutory guidance continues to preserve parental withdrawal rights from sex education elements, while requiring schools to make clear to parents what falls inside and outside that right.

The school will therefore define carefully in its internal curriculum planning which elements constitute sex education for withdrawal purposes and will communicate this clearly to parents.

10. Online safety, digital behaviour and modern risk

The school regards online safety as one of the most important safeguarding dimensions of RSE. The revised statutory guidance gives increased prominence to online content, harmful influence and digital risk, reflecting the reality that many pupils encounter risk not first in person but online.

Pupils at Daffodil Grammar School for Girls will therefore be taught how online spaces can affect relationships, self-image, safety and conduct. They will be taught to recognise harmful contact, grooming, coercion, unwanted messaging, pressure to share images or information, and the ways in which digital communication can be used to manipulate or intimidate.

They will also be taught about privacy, digital permanence, the seriousness of sharing material without consent, and the importance of telling a trusted adult where something online feels wrong, frightening, coercive or inappropriate.

This teaching is not optional enrichment. It is a core safeguarding function. KCSIE 2025 continues to require schools to address online safety as a whole-school safeguarding issue.

11. Safeguarding implications of RSE teaching

The school recognises that RSE lessons may give rise to safeguarding disclosures, welfare concerns, or signs that a pupil is worried, confused or at risk. Teachers must therefore approach RSE with professional vigilance.

If a pupil makes a disclosure, suggests harm, indicates coercion, reveals contact or conduct of concern, or otherwise gives staff reason to think that a safeguarding issue exists, the teacher must follow the school's Safeguarding and Child Protection Policy immediately. Staff must not promise confidentiality, must not investigate, and must not treat such matters as purely pastoral or curricular issues.

The school also recognises that some pupils may find RSE emotionally difficult for reasons connected with family experience, trauma, bereavement, abuse, exploitation or peer dynamics. Teachers must remain alert to signs of distress and should know how to escalate concerns appropriately.

RSE teaching must therefore be understood as both curriculum delivery and safeguarding practice. The school's curriculum leaders, headteacher and DSL will work together to ensure that these two functions remain properly connected.

12. Equality, protected characteristics and lawful respect

The school is required to deliver RSE in a way that encourages respect for others with particular regard to protected characteristics. The Independent School Standards guidance updated in April 2026 is explicit on this point.

The school will therefore ensure that RSE teaching does not encourage prejudice, mockery, discrimination or unlawful hostility. Pupils will be taught that all people must be treated with dignity and that bullying, degrading treatment, discriminatory harassment and abusive behaviour are unacceptable.

At the same time, the school will deliver this content in a way that is consistent with its Islamic ethos and with the revised DfE framework's emphasis on factual accuracy, parental transparency and age-appropriateness. The school will not treat lawful respect as requiring it to abandon its ethos, nor will it use ethos to justify unlawful disrespect.

13. Parents, transparency and the right to withdraw

The school recognises that parents are the primary educators of their children in matters of values, character and family life, and that the school's role in RSE must be exercised transparently and in partnership with parents.

The revised statutory guidance places significant emphasis on parental transparency and expects schools to communicate clearly with parents about what is taught and when. The school will therefore ensure that parents are informed about the content and structure of the RSE curriculum and are able to understand the distinction between relationships education, sex education and related elements taught through science or safeguarding work.

Parents may request withdrawal from sex education elements of the programme. Such requests must be made to the headteacher, Mr Stephen Montford. On receipt of such a request, the headteacher will meet with the parent or parents to discuss the matter, explain the content in question, outline the educational and safeguarding reasons for the curriculum, and ensure that the request is considered carefully rather than as a routine administrative process.

Where withdrawal is granted, the school will make appropriate arrangements for the pupil during the period of withdrawal. The school will also ensure that parents understand that

withdrawal does not apply to relationships education or to content that forms part of the science curriculum.

14. Staffing, teaching standards and curriculum control

RSE is taught by classroom teachers at Daffodil Grammar School for Girls. This means the school must ensure that teachers are not left to interpret the curriculum in highly individual ways. RSE requires consistency, clarity and professional discipline.

Teachers delivering RSE must understand the approved curriculum, the school's ethos, the safeguarding implications of the subject, the boundaries of professional discussion, and the procedures for handling questions and concerns. Teachers must not use RSE lessons to introduce personal agendas, contested social commentary beyond the approved framework, or content that has not been reviewed and authorised by the school.

The headteacher and relevant curriculum leaders will oversee curriculum planning and delivery. Materials drawn from the Association of Muslim Schools programme will be reviewed and used within the school's own governance structure so that the school remains responsible for what is taught, how it is taught, and how it is monitored.

The revised DfE framework places clear responsibility on schools for the suitability of materials and the quality of delivery. The school therefore treats RSE oversight as a leadership matter, not merely a classroom matter.

15. Questions from pupils

The school recognises that pupils may ask questions during RSE that are personal, unexpected, sensitive or beyond the planned content for a particular lesson. Teachers must respond with judgment and professionalism.

Teachers should answer questions honestly where it is appropriate and educationally useful to do so, but they are not obliged to answer every question in full or at the moment it is asked. Where a question goes beyond what is suitable for the age or developmental stage of the class, or where answering it in open discussion would be unwise, the teacher should acknowledge the question appropriately and deal with it through a safer and more suitable route.

No teacher should respond impulsively to sensitive questions. The school's approach is that safeguarding, suitability and educational purpose must always take precedence over spontaneity.

16. Monitoring, review and quality assurance

The school will monitor the delivery of RSE to ensure that it is compliant, consistent and effective. Monitoring will include review of curriculum plans, teaching materials, staff understanding, safeguarding links, parental communication and any issues arising from delivery.

The proprietor and headteacher will ensure that this policy is implemented and reviewed. Review will take place at least annually and sooner if required by a change in law, guidance, curriculum structure or identified weakness in practice.

The school recognises that inspection and regulatory scrutiny will focus not only on the wording of the policy but on whether RSE is actually being delivered in a way that is structured, lawful, age-appropriate, safeguarding-led and consistent with the school's ethos. The Independent School Standards guidance repeatedly stresses that standards must be met in practice, not merely described in documents.

17. Adoption

This policy is adopted as the formal Relationships and Sex Education Policy of Daffodil Grammar School for Girls and takes effect immediately upon approval by the proprietor.