

EV-S.0925

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

December 2025

**EVEREST
SCHOOL**

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1. Introduction and Policy Statement

Everest International School is committed to supporting the personal, social and emotional development of all pupils in a safe, respectful and age-appropriate manner. This Relationships and Sex Education (RSE) Policy sets out how the school delivers relationships education and aspects of sex education within a primary setting, in line with British Schools Overseas (BSO) standards, UK statutory guidance (adapted appropriately), and with respect for Moroccan law, Islamic values and the cultural context of the school community.

2. Definition of Relationships and Sex Education (RSE)

Relationships and Sex Education (RSE) is designed to help pupils develop the knowledge, skills and attitudes needed to form positive, respectful and healthy relationships. In a primary school context, RSE focuses primarily on relationships education, personal safety, emotional wellbeing and growing up. Sex education is limited, age-appropriate and factual, focusing on understanding changes in the body and reproduction at an appropriate level.

3. Aims of RSE at Everest International School

The aims of RSE are to promote positive relationships based on respect and empathy; support pupils' emotional wellbeing; teach pupils how to keep themselves safe; help pupils understand and respect differences; and prepare pupils for the physical and emotional changes associated with growing up.

4. Subject Content: Early Years to Year 6

- **Early Years** focus on forming positive relationships, understanding feelings, kindness and personal boundaries.
- **Key Stage 1** develops understanding of friendships, family relationships, emotions and personal safety.
- **Lower Key Stage 2** explores respect for differences, managing emotions, body ownership and online safety.
- **Upper Key Stage 2** addresses healthy relationships, puberty, hygiene and age-appropriate understanding of reproduction in Year 6 only.

5. Monitoring and Evaluation of RSE

The effectiveness of RSE is monitored by senior leaders through lesson observations, planning reviews and discussions with staff and pupils. The curriculum is reviewed regularly to ensure it meets pupils' needs and remains appropriate.

6. Pupil Voice and Individual Needs

Pupils' views are gathered through discussions, circle time and pupil voice activities. Teaching is adapted to meet the needs of all pupils, including those with special educational needs or disabilities.

**7. Equality and Inclusion**

The school promotes respect, equality and inclusion in line with the principles of the Equality Act, adapted appropriately to the Moroccan context. Teaching challenges discrimination while remaining sensitive to cultural and religious values.

8. Parental Right to Withdraw from Sex Education

Parents may request to withdraw their child from aspects of sex education that go beyond relationships education. Requests must be made in writing to the Headteacher. Relationships education remains compulsory.

9. Working in Partnership with Parents and Pupils


The policy is shared with parents and opportunities are provided for consultation. Pupil views are considered in an age-appropriate way when reviewing the curriculum.

10. Cultural and Religious Considerations

The school respects Moroccan law and Islamic values when delivering RSE, ensuring content is culturally sensitive and appropriate.

11. Policy Review

This policy is reviewed annually or sooner if required and approved by senior leadership and the governing body.

Reviewed by	Date of Review	Signature
Rachel Lloyd Headteacher	17/12/2025	
Reviewed by Governing Body	17/12/2025	