



# Arnold Mill Primary School

## Relationships and Sex Education

### Policy

### 2025-2026

Approved by: S&P Committee

Date: 14<sup>th</sup> May 2025

Last reviewed on: 14<sup>th</sup> May 2025

By: Laura Brumby

Next review due Summer 2026

by: Laura Brumby/Lindsay Hylton

## 1. Aims

The aims of Relationship and Sex Education (RSE) at our school are to:

- To develop an awareness of the importance of safe and positive relationships of all kinds and enable children to practise skills that will help them to build and maintain them
- To work in partnership with, and support the role of parents
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To provide factual information on human reproduction and birth
- To model positive relationships throughout the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- To ensure that all young people know who can support them and how to access this support
- To actively challenge stereotypes and prejudice and give children the skills to critically analyse media messages
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Arnold Mill Primary, we believe that RSE should be firmly rooted in our Personal, Social and Health Education (PSHE) framework and our objective is to work with parents and carers to support and help young people through their physical, emotional and moral development.

This policy will be delivered within the ethos of the school as presented in our PSHE and Citizenship policy and in addition, is supported by the following policies:

- Child Protection
- Confidentiality
- Equal Opportunities
- Science curriculum
- Teaching and Learning Policy
- Computing Policy and curriculum
- Healthy Schools Policy
- Anti-Bullying

- Disability Equality Scheme
- Health and Safety Policy
- Inclusion Policy
- Personal Care Policy
- Global Awareness
- British Values

## 2. Statutory requirements:

As of September 2020, 'Relationships Education' is a statutory requirement, and therefore will form part of every child's learning through Science, PSHE and specific Relationships and Sex Education lessons. This aims to put in place the building blocks needed for positive and safe relationships of all kinds.

In Foundation, this will start with family and friends and how to treat each other with kindness and as children progress through school, will teach children to recognise the difference between online and offline friendships.

Arnold Mill encourages respect for all, regardless of gender, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background or other personal circumstance and therefore within our provision of RSE, we will ensure that resources used, and teaching styles employed, reflect and support the diversity of our pupils and wider society. All members of the school community will also feel safe, valued and respected.

As of September 2020, carers do not have the right to withdraw their child(ren) from the mandatory 'Relationships Education' covered within PSHE and Science, in any year group, however, they do have the option to request to withdraw from the 'Relationships and Sex Education' taught alongside 'Relationships Education' in Year 5 and 6. This request must be put in writing, citing the reasoning, and addressed to the Headteacher. (See also Equality and PSHE and Citizenship Policy).

At Arnold Mill, we teach RSE with regard to guidance issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We recognise that children at the school come from a range of family backgrounds, these include: children whose parents are not married; children whose parents have divorced or separated; children in public care; children living with foster parents, grandparents, parents of different ethnicities, disabled parents, same-sex parents and single parents. We will endeavour to ensure that children see these family groupings and relationships represented and affirmed within the RSE curriculum and resources.

### **3. Policy development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder/governor consultation - parents and any interested parties were invited to comment on the policy
4. Pupil consultation - we investigated what exactly pupils want from their RSE
5. Ratification - once amendments were made, the policy was shared with governors and ratified

### **4. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

**RSE is not about the promotion of sexual activity.**

### **5. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum as well as within Science lessons. More informal Relationships Education will be covered through assemblies, circle-time, story-telling and play based learning and specific social aspects of Relationships Education will be covered within mandatory, age-appropriate PSHE sessions (See PSHE and Citizenship Policy). Here, weekly differentiated planning for Foundation 1 and 2, KS1 and KS2 comes from the SCARF programme of study. Biological aspects of Relationships Education are taught within PSHE and the Science Curriculum and in Upper Key Stage 2, Relationships and Sex Education is delivered through Science lessons and SCARF Sex Education sessions. Children will be encouraged to recognise and apply the knowledge and skills they learn to other contexts both within, and outside of, the school setting.

**In Foundation, RSE will be delivered by teachers and support staff, in KS1 and KS2, RSE will be delivered in the main by class teachers, with support from relevant outside speakers.** For the puberty sessions in Year 6 we will endeavour to ensure that male pupils have access to an appropriate male member of staff who can give information and answer questions. When necessary, outside agencies are asked to support staff and children. We ensure that both male and female pupils receive information on the emotional and physical changes of the

onset of puberty in both genders. We consult with pupils on whether they prefer this information to be taught in single gender or mixed gender groups. There may be occasions where groups of children, particularly those with additional learning needs, are taught RSE in smaller groups or individually in order to maximise their learning.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

### **Content**

RSE is a developmental process which begins in the early years and continues through to adulthood.

At Key Stage 1, we begin the process through P.S.H.E and the Science curriculum and explore the following themes:

- Male and female/body parts
- Similarities and differences
- Gender stereotypes
- How did I get here - which body parts help grow a baby (KS1 does not cover birth)
- Growing up
- Friends and Family
- Feelings
- Inappropriate behaviour

In Key Stage 2, RSE will be delivered to all pupils in the school at an appropriate level through the following themes:

#### Lower Key Stage 2

- Life Stages
- Growing and changing
- Changing bodies-periods (To be built on in UKS2)
- Basic reproduction - the role of the sperm and egg (To be built on in UKS2)
- Keeping safe
- Feelings
- Healthy relationships
- How to say no (To be built on in UKS2)
- Male and female/body parts (To be built on in UKS2)
- Puberty (To be taught from Year 4 and to be built on in UKS2)
- Marriage - same and different sex
- Similarities and differences
- Risks about online gaming, social media and scams

#### Upper Key Stage 2

- Reproduction (How babies are made)
- Reproduction (How babies are born)
- Keeping yourself clean and healthy
- Choices and consequences
- Gender and sexuality

Referencing the new RSE guidance (May 2024), the concept of gender identity - the sense a person may have of their own gender, whether male, female or a number of other categories - will not be taught within schools.

Content and delivery will be matched to the age, maturity, understanding and needs of the pupils in each year group and has been informed by the changes to the new RSE age-limit guidance May 2024.

We use various methods at the beginning of each year to assess children's current knowledge, understanding, and skills in order to ensure that the content is relevant.

In order to promote common understanding amongst the children, we make use of the correct terminology to discuss sexual body parts in school. Whilst we acknowledge that children have different family names for sexual parts, we teach and encourage the use of the scientific names.

The words we will use include: penis, vagina, vulva, testicles, breasts, nipples. This language is reflected in the resources used to deliver RSE. Children will be introduced to some of this terminology in key stage 1.

## **6. Roles and responsibilities**

### **6.1 The governing board**

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

### **6.2 The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 7).

### **6.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

### **6.4 Pupils**

- Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **7. Parents' right to withdraw**

Parents do not have the right to withdraw their child(ren) from any aspect of Relationships Education, however they do have the right to withdraw their child(ren) from the non-statutory components of RSE in Upper Key Stage 2 such as Sex Education (See PSHE and Citizenship Policy).

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

Parents will be offered the chance to borrow resources should they wish to deliver RSE at home.

Parents have the legal right to request to view any material relating to the teaching of RSE within school. They may pass any such information on to an interpreter if they wish, or request a meeting with relevant staff to discuss the content.

## **8. Safeguarding:**

At Arnold Mill, we are aware that sometimes disclosures may be made during PSHE and Citizenship and RSE sessions. Where this happens, the school's safeguarding procedures, and where appropriate the Confidentiality Policy, will be followed immediately. The Safeguarding lead will be informed and the incident will be logged on CPOMS, when necessary.

Sometimes, it is clear that certain children may need time to talk one-to-one after the session ends. Staff will acknowledge it is important to allow the time and appropriate staffing for this to happen. If a disclosure occurs, the school's disclosure and/or confidentiality policy is followed.

Where PSHE and Citizenship subjects cover Relationships Education, staff and planning will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. School will ensure that we comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and Schools: Departmental advice). All planning will ensure that teaching is sensitive and age appropriate in approach and content and will fall in line with the other policies mentioned above.

## **9. Training and resources**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

Leaders will attend any training deemed relevant, and work as part of the White Hills Park Trust groups and networks for staff peer-to-peer support and training.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Resources are chosen following consultation with national and local guidance on appropriate RSE resources to ensure that they reflect the needs of children within the school.

We are currently using the following resources to support our delivery of RSE:

- Coram Life Education's 'SCARF', which is used across school and incorporates the Life Education Programme of Study.
- DFE Statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education **(Updated May 2024)**

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE coordinators through:

Planning scrutinies, learning walks, book and evidence folder scrutinies and questionnaires.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by The Headteacher annually. At every review, the policy will be approved by the Governing Board