



# Arnold Mill Primary School Relationships and Sex Education (RSHE) Policy 2026-2027

**Approved by:** S&P Committee

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**By:** Laura Brumby

**Next review due:** Summer 2027

**by:** Laura Brumby/Lindsay Hylton

# 1. Aims

The aims of Relationship and Sex Education (RSHE) 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
- To teach pupils about personal boundaries and that they have a right to feel safe, including how to say "no" and seek help
- To support pupils in understanding how to stay safe, including online, and recognising when something is not right

At Arnold Mill Primary, we believe that RSHE 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

This policy reflects updated guidance from the Department for Education (2024), which strengthens expectations around safeguarding, online safety and age-appropriate teaching."

## 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 RSHE, 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 RSHE 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 RSHE 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 RSHE
5. Ratification - once amendments were made, the policy was shared with governors and ratified

### 4. Definition

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

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

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

RSHE also includes teaching about personal safety, boundaries, and how to recognise and respond to situations that may make pupils feel unsafe.

### 5. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum as well as within Science lessons. Teaching is carefully sequenced and age-appropriate, ensuring that content builds progressively from Early Years to Year 6. 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, RSHE will be delivered by teachers and support staff, in KS1 and KS2, RSHE 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 RSHE in smaller groups or individually in order to maximise their learning.

Teachers create a safe and respectful learning environment by establishing clear ground rules and using appropriate teaching strategies to support discussion of sensitive topics.

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**

RSHE 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
- Understanding personal space and that they can say "no" if they feel uncomfortable.
- Understanding that not all online content is real and how to stay safe online

In Key Stage 2, RSHE 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
- Understanding personal boundaries and how to say no, including in friendships and online situations (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
- Online relationships and safety, including keeping personal information private, recognising that people online may not be who they say they are, and knowing what to do if something causes concern.
- Understanding that not all online content is real and how to stay safe online

### 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
- Understanding respectful behaviour in relationships, including the importance of consent in an age-appropriate way.
- Online relationships and safety, including keeping personal information private, recognising that people online may not be who they say they are, and knowing what to do if something causes concern.
- Understanding that not all online content is real and how to stay safe online

Teaching will follow current Department for Education guidance regarding age-appropriate content.

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 RSHE 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 RSHE. 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 RSHE policy, and hold the Headteacher to account for its implementation.

### **6.2 The Headteacher**

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

### **6.3 Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- 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 RSHE

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

### **6.4 Pupils**

- Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, 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 RSHE 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 RSHE.

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

The school will communicate clearly with parents about the content of RSE and provide opportunities to view resources and ask questions.

They may pass any such information on to an interpreter if they wish, or request a meeting with relevant staff to discuss the content.

The school will ensure that all teaching is age-appropriate and in line with statutory guidance, particularly in relation to what content is suitable for primary-aged pupils.

## **8. Safeguarding:**

Relationships Education and RSHE play a vital role in safeguarding children. Through this curriculum, pupils learn to recognise risks, including inappropriate behaviour, and understand how to report concerns. This includes teaching about safe and unsafe touch, appropriate and inappropriate behaviour, and how to seek help from a trusted adult. Pupils are also taught how to stay safe online, including recognising risks and knowing how to respond to concerns.

Relationships Education is a key part of the school's safeguarding curriculum. It supports pupils to recognise safe and unsafe situations, understand appropriate and inappropriate behaviour, and know how to seek help.

At Arnold Mill, we are aware that sometimes disclosures may be made during PSHE and Citizenship and RSHE 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.

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## **9. Training and Resources**

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. Staff receive training on how to manage sensitive discussions and respond to disclosures appropriately.

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 nuRSHEs or sexual health professionals, to provide support and training to staff teaching RSHE.

Resources are chosen following consultation with national and local guidance on appropriate RSHE 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 RSHE:

- 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 (RSHE) and Health Education (Updated May 2024)

## **10. Safe Learning Environment**

All RSE teaching takes place in a safe, respectful environment where pupils feel confident to ask questions. Ground rules are established and pupils are supported to respect others' views.

## **11. Monitoring Arrangements**

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

Planning scrutinies, learning walks, book and evidence folder scrutinies and questionnaires. This includes evaluating pupils' knowledge, understanding and confidence in applying what they have learned to keep themselves safe.

Pupils' development in RSHE 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