

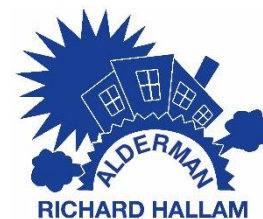
ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

R.S.E Policy

Policy Reviewed: September 2025

'Educating a community of life-long learners'





RSE Policy

Introduction

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

'A.R.H. - Educating a community of life-long learners'

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1. Rationale and Ethos

This policy covers our school's approach to the teaching of Relationship and Sex Education (RSE). It was produced by a working group of city primary schools, based on the DfE statutory guidance for RSE in Primary schools.

We define 'relationships and sex education' as learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British Value of tolerance. Children need to be supported in being happy, healthy and safe and be equipped for adult life so they are able to make a positive contribution to society and be able to manage the challenges and opportunities in the modern world around them. We do not use Relationships and Sex Education as a means of promoting any form of sexual orientation.

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents and carers of children at our school through mutual understanding, trust and co-operation and to complement and reinforce this role.

Every child is entitled to receive Relationships and Sex Education. We ensure RSE is inclusive and meets the needs of all our pupils, including those with special education needs and disabilities. It is our intention that all pupils have the opportunity to experience a programme at a level which is appropriate for their age and physical development, with differentiated provision if required.

The intended outcomes of our programme are that pupils will:

- Know and understand what constitutes a healthy and respectful relationship, to encourage mutual trust and respect.
- Understand how their bodies will change over time, as well as how this will affect them physically and emotionally.
- Understand the importance of mental well-being and happiness and understand where they can receive support if needed.
- Develop the skills to keep themselves safe in a variety of situations.

2. Delivery of RSE

The RSE programme will be led by the P.S.H.E Leader with the support of the management team. Lessons will be taught by class teachers and HLTAs.

We have a curriculum overview for PSHE which covers our RSE teaching however we may adapt it as and when necessary. We have developed the curriculum in consultation with parents and carers, pupils and staff, taking into account the ages, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner to ensure that children are fully, and factually informed and don't seek to find the answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 2.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

School Closure

In the event of a school closure, Teachers will continue to provide planning and engaging learning for pupils using Seesaw. Through Seesaw, Teachers will convert their lesson flipcharts to make them accessible from home as well as setting work to be completed. Pupils will then follow the lesson and complete the required work and submit this for feedback using their Seesaw account. Pupils who do not have access to the Internet at home will be provided with high-quality work books to continue their study of the National Curriculum. RSE may be taught through a mixture of videos, tasks and encouraging family conversations in the home.

Upon school reopening following a school closure, year groups will provide a Recovery Curriculum which is tailored to the needs of the pupils in their classes. This will firstly focus on the social, emotional and behavioural needs of the class followed by an assessment of the pupils' academic needs. This will then inform planning so that all pupils can catch up any lost learning.

3. Roles and responsibilities

3.1 The governing board

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

3.2 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/non-science components of RSE (see section 9 for more details).

3.3 PSHE leader

It is the responsibility of the PSHE lead to ensure:

- Both staff and parents/carers are informed of our RSE policy.
- To provide yearly parent information sessions for Year 5 and 6.
- Staff are supported in delivering these lessons to highly effective standard.
- Monitoring of this policy is on a regular basis, and report to governors/trustees, when requested, on the effectiveness of the policy and curriculum.

3.4 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/non-science components of RSE
- Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting.

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.

3.4 Pupils

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

3.5 Parents, carers and other adults in the community

Parents, carers and other adults in the community are entitled to:

- A safe and supportive environment for their children.
- Information on how and when RSE is taught.
- Understand their rights and responsibilities in relation to RSE policy and curriculum,
- Have their views and ideas received in a respectful, non-judgemental manner.

4. Legislation

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#) as part of the Personal, Social, Health Education (PSHE) as outlined in the government guidance for RSE within primary education 2019.

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Additional documents that inform the school's RSE policy include:

- *Education Act (1996)*
- *Learning and Skills Act (2000)*
- *Education and Inspections Act (2006)*
- *Equality Act (2010)*
- *Supplementary Guidance SRE for the 21st century (2014)*
- *Keeping children safe in education – Statutory safeguarding guidance (2018)*
- *Children and Social Work Act (2017)*

5. Safe and Effective Practice

We will ensure a safe learning environment by agreeing age-appropriate ground rules before each session. Distancing techniques will be used by pupils and teachers alike. Pupils

will be given the opportunity to ask questions during sessions or anonymously if preferred. Sensitive issues will be handled by the class teacher in an age appropriate manner.

All staff teaching RSE will be supported by the PSHE leader and the senior leadership team (SLT).

6. Safeguarding

At Alderman Richard Hallam Primary School, safeguarding is of the utmost importance. All staff receive annual training on the most effective safeguarding practices and would be confident in how best to maintain the school's policies and procedures during the teaching of RSE. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue which would then be handled following the school's safeguarding procedures. These can be found on the school website (www.arhprimary.co.uk/).

Teachers' duties will include ensuring that teaching is adapted to best suit the needs of each individual class, particularly in those cases where there are pupils who are considered vulnerable or 'at risk'. Visitors/external agencies which support the delivery of RSE will be required to follow the school's safeguarding policies and any visitors invited into lessons are subject to statutory checks in line with our school's safeguarding policy.

7. Policy development and Engaging Stakeholders

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/carer/stakeholder consultation – parents and carers and any interested parties were invited to attend a meeting about 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

As part of our whole school approach to RSE, parent and carer information sessions will be offered. Within these sessions there will be an opportunity for parents and carers to ask questions and view the materials and resources used.

We will notify parents as to when the RSE sessions will be taught within the academic year.

8. The Role of Parents and withdrawal procedure

The school is well aware that the primary role in pupil's Relationships and Sex Education lies with parents and carers. We wish to build a positive and supportive relationship with the parents and carers of pupils at our school through mutual understanding, trust and co-operation. In promoting this objective, we will:

- Inform parents about the school's Relationships and Sex Education policy and practice;
- Answer any questions that parents may have about the Relationships and Sex Education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships and Sex Education in the school.

Parents and carers have the right to withdraw their child from those aspects of Relationships and Sex Education, which are outside of the statutory elements of the Science National Curriculum. Parents and carers do not have the right to withdraw their children from relationships education. If a parent wishes to withdraw their child from a specific lesson within RSE, this would need to be made in writing to outline concerns, specific objections and reasons for wishing to withdraw. The letter needs to be handed in at the office to ensure that it is received by the Headteacher in sufficient time to allow for alternative provisions for the child to be made. If this is something that parents or carers are considering, we would invite them into school for a discussion prior to a final decision being made. If you have any concerns or require any further information, please contact the school office on (0116)262 4003 so that an appointment can be made with the PSHE leader, Mrs Pickering.

9. Monitoring arrangements

Teachers will critically reflect on their work in delivering RSE through feedback to the PSHE Co-ordinator. The PSHE co-ordinator will: conduct learning walks, collect staff feedback, invite feedback from pupils in order to review and tailor our RSE programme.

10. Policy Links

This policy is to be read in conjunction with the following other policies and documents:

- Anti-bullying policy
- Curriculum policy
- Safeguarding policy
- SEND policy
- PSHE Policy

RSE Policy Review date

September 2026

Appendix 1: RSE Elements of the National Science Curriculum

Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Notes and guidance

They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Key Stage 2 (age 7-11 years)

Year 5 pupils should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Notes and guidance

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6 pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Notes and guidance

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. Note: At this stage, pupils are not expected to understand how genes and chromosomes work.

'The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'

Appendix 2: Curriculum Map (PSHE and RSE)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Respectful Friendships – caring friendships How do we decide how to treat each other?	What makes us unique? What do we have in common with everyone else? What does it mean to be unique?	Mental Wellbeing – coping with change and loss (favourite toy) How do we feel?	Safety – Who keeps us safe? and ‘Clever Never Goes’. Who looks after us in the community?	Healthy Lifestyles – personal hygiene, dental health How can we be healthy?	Money – What is money, what does a bank do and the difference between a need and a want. How do we use money?
Year 2	Respectful friendships – Look at the difference between friends, relatives and acquaintances. What does a family like look like? How can we be a good friend?	Responsible citizen – improves and harms local environment How can we be a responsible citizen?	Mental Wellbeing – physical contact that is acceptable, people’s bodies and feeling can be hurt. Loss of a pet. How do we show our feelings?	Safety – safety at home, medicines, gaming. How do we stay safe at home?	Healthy Lifestyles –To be able to make healthy choices, how and why they stay active and to make sensible choices about devices .How can we make healthy choices?	Managing change – growing and how are bodies change. Why do we change?
Year 3	Respectful friendships – How do we develop and maintain positive and healthy relationships?	Responsible citizen – rights and duties in different situations How do your responsibilities change?	Mental Wellbeing – How to recognise our emotions and talk about them. How can we describe our feelings?	Safety – Identify hazards around fire and water. How do I manage risks?	Healthy Lifestyles – Balanced lifestyle and risks of inactive lifestyle How do we know if our lifestyle is balanced?	Managing change – loss, death, divorce and separation What can change in our lives look like?
Year 4	Respectful friendships – What do you do if a relationship becomes unhealthy and who do I talk to?	Responsible citizen – laws and rules What laws are in place to keep us safe?	Mental Wellbeing – Physical and mental. Keeping our bodies clean. How do my emotions change and why?	Safety – first aid, bacteria and viruses, immunisation What can we do to keep ourselves healthy?	People who are responsible for keeping them safe Who helps me to stay safe in the wider community?	What is a stereotype? What skills do I have? Do stereotypes limit society?
Year 5	Respectful friendships – Conflict and what peer pressure is. How do I respect other’s feelings when we disagree?	Money – How is money used. Am I a critical consumer?	Mental Wellbeing – Impact of excessive time online. What affects my emotional wellbeing?	E-Safety –:Who sees this and the impact this has on us and others. What is the impact of information online?	Healthy Lifestyles – Mobile phones and online gaming – what is age appropriate. What does a smart phone user look like?	Managing change - Puberty, FGM How do I protect the rights of my body?
Year 6	Respectful friendships – How to say no. What is a personal boundary and do we have a right to privacy?	Enterprise and Money – What a business can look like and jobs. What is an enterprise?	Mental Wellbeing – self care. Respect personal differences. How can I get help to manage my emotional wellbeing?	E-Safety – Explore and critique how the media presents information. How does the media present information?	Healthy Lifestyles – habits, drugs and alcohol, energy drinks. What impact do they have on our bodies. How can drugs harm and help us?	Managing change Puberty, human reproduction. Moving to a new school. How do we cope with change?

Appendix 3: Parent Withdrawal Template

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education lessons			
Please detail the specific lessons and reasons why you wish to withdraw			
Any other information you would like the school to consider			
Parent signature			
I am aware that I will be contacted by the school to arrange a meeting for the purpose of discussing your concerns further.			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	