

**Arnold House School**

# **RELATIONSHIPS AND SEX EDUCATION POLICY**

**LAST REVIEW: NOVEMBER 2025**


**NEXT REVIEW: NOVEMBER 2026**

**REVIEWER: HEAD OF RSE**

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# ARNOLD HOUSE SCHOOL

## Relationships and Sex Education (RSE) POLICY STATEMENT

	<b>Arnold House School</b>
	Relationship and Sex Education Policy
Updated by: Keeley Miller, November 2025	
Reviewed by: Governing Body, November 2025	
Consultation (held every two years): March 2025	

## INTRODUCTION

Arnold House Schools relationships and sex education policy is based on the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019) [Relationships Education, Relationships and Sex Education \(RSE\)](#) and the PSHE Association’s supplementary guidance “Writing and updating your school’s Relationships Education / Relationships and Sex Education (RSE) policy” (PSHE Association, 2024).

Department for Education guidance states that “The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.”

“The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.” Despite the fact that teaching of Sex Education (SE) within primary schools remains non-statutory, there are the exceptions of the elements of SE which are taught within the Science national curriculum. This includes “subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.”

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed (DfE, 2019).

Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within our timetabled PSHE lesson which are taught from Year 5 and above. Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information: “It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement. It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.”

At Arnold House School, we believe that the primary objective of RSE is to equip boys with the knowledge and skills necessary to make informed and responsible choices in later life, with an emphasis on the benefits of a healthy lifestyle.

We assert that relationships and sex education should contribute to the spiritual, moral, cultural, mental, and physical development of boys at school, thereby preparing them for the opportunities, responsibilities, and experiences of adult life.

Furthermore, we believe it is vital that RSE should be delivered in an environment of trust, respect, and appropriate confidentiality, where both boys, teachers and parents feel able to communicate openly and honestly.

## **AIMS**

Both RSE and PSHE at Arnold House are underpinned by the core values and ethos within our school. Therefore we aim to:

- Integrate Relationships Education and Health Education into the PSHE curriculum, covering mental health, wellbeing, physical health, and safe, healthy relationships, including understanding consent and online safety.
- Provide a safe, positive and respectful environment for learning about moral, physical, and emotional development in partnership with parents fostering a partnership between home and school in teaching RSE.
- Ensure boys understand the statutory information about human reproduction and conception by the end of primary education, taught through the Science curriculum in Year 5.
- Provide boys with the knowledge and information they are entitled to as well as clarifying and reinforcing existing knowledge.
- Help boys understand their feelings and behaviour to lead fulfilling and enjoyable lives, by raising self-esteem and confidence, especially in their relationships with others.
- Build confidence for boys to be active members of society and value themselves and others.
- Facilitate access to information and support.
- Enhance communication and assertiveness skills to cope with peer and media influences.
- Encourage respect and care for their bodies and prepare boys for puberty and adulthood.
- Equip boys with knowledge, skills, and understanding of healthy and respectful relationships and appropriate boundaries.
- Support boys to grow into empathetic, responsible, and respectful young citizens who lead confident, healthy, independent lives with safe, fulfilling, and enjoyable relationships.
- Teach the emotional, social, and physical aspects of growing up, relationships, sexual reproduction, human sexuality, and sexual health, encouraging responsibility for sexual health and wellbeing.
- Recognise that boys at AH come from a diverse variety of families. All teaching including the specific RSE education, will aim to support all pupils equally and to encourage the celebration of diversity, whilst respect for one another remains the underlying principle.

## DELIVERY OF RSE

RSE is an integral component of the PSHE Programme, delivered by Form Teachers and Tutors, Heads of Year and Science Teachers. This approach fosters the development of positive relationships between boys and teachers with a strong emphasis on emotional literacy, self-esteem, and the nurturing of mental and physical health. The biological aspects of RSE are covered within the statutory Science curriculum from Year 5 and above. We are committed to working collaboratively with parents to ensure a shared understanding of RSE, thereby delivering an effective programme that meets the diverse needs of the boys.

<b>EYFS and Y1</b>	Class teachers: KT, ER, GR, AW, VH, VG
<b>Years 2 – 4</b>	Form teachers: CT, EG, MB, RA, JLJ, RM. MB Science teachers: LM and CT
<b>Years 5 and 6</b>	Y5: Keeley Miller Head of Science and PSHE and Dayne Matthews Head of Years 5&^ Y6: Natalie Hall Head of Wellbeing and Form Tutor and Keeley Miller Head of Science Science Teachers Keeley Miller and Grace Devaney
<b>Year 7 and 8</b>	Year 7 & 8 Jon Harahap Head of Years 7&8 and Head of IT and Keeley Miller Head of Science and PSHE

## CURRICULUM DESIGN:

The curriculum is designed around active engagement in learning embedded in the curriculum. Boys will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

The curriculum used at Arnold House is based on a spiral curriculum, using the guidance and programme builders from the PSHE Association of which Arnold House School are members. Resources from EC Publisher, accredited by the PSHE Association, are provided and accessibly for all year groups including EYFS. NHS, Votes for Schools and other accredited resources by the PSHE Association are also used to help with delivery of RSE and PSHE. These are often tailored ensuring they are age/content appropriate for the boys.

## Safe and effective practice:

A safe and supporting learning environment is created by establishing ground rules which demonstrate respect and understanding. Staff delivering RSE will ensure boys get appropriate support by liaising with the appropriate Head of Year and Director of Wellbeing, and adhering to the School's Child Protection and Safeguarding policy. Head of PSHE attends regular CPD and is part of forums with other Head of PSHE from different schools, and staff share best practice and new material.

*Guest speakers:* We sometimes use outside speakers to complement our teaching of this content. Such speakers are asked to work within the framework of the school's Relationship and Sex Education policy and adhere to the policy and guidelines for visiting speakers. A teacher from Arnold House will always be present throughout these sessions.

**Equality:**

Schools are required to comply with the relevant requirements of the Equality Act 2010 and must not unlawfully discriminate against pupils based on their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for the provision of RSE and other subjects.

We will consider whether it may be appropriate or necessary to put in place additional support for pupils with particular protected characteristics. We will also be vigilant to address issues such as everyday sexism, misogyny, homophobia, and gender stereotypes, and take positive action to build a culture where these are not tolerated, and any occurrences are identified and addressed.

**LGBTQ+:**

In teaching RSE, we will ensure that the needs of all boys are appropriately met and that all boys understand the importance of equality and respect. All teaching will be sensitive and age appropriate, in both approach and content.

**Confidentiality:**

The boys will be made aware that teachers cannot offer unconditional confidentiality but will be reassured that their best interests will be held in the highest regard. They will be informed if confidentiality needs to be broken and appropriate support will be provided. Teachers will be reminded that they cannot offer unconditional confidentiality to the boys.

**Dealing with difficult questions:**

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering provision would be made to meet a boy's needs or advice sought. Appropriate support will also be put in place for that teacher.

**Parental rights:**

The teaching of RSE is a vital part of the school curriculum and supports the whole development of the child.

Some of the topics discussed may be deemed inappropriate to the background and beliefs of individual parents. In such cases, the school fully respects and uphold the rights of parents to withdraw their son from aspects of the course. Alternative arrangements will be made for boys in these circumstances; usually, this will involve independent study. The right to withdraw from lessons relates **only** to Sex Education, and **not to the teaching of the biological aspects of human growth and reproduction**. Parents will not be able to withdraw their son from relationship education that is taught in Years 1-6, or any aspect of the Science curriculum. They will have the opportunity to withdraw their son from sex education in Years 7 and 8 (again, other than the SE covered in the Science curriculum).

Before granting a parental request to withdraw their son from sex education, the Headmaster will meet with parents to clarify the nature and purpose of the curriculum and to listen to their concerns. A record will be kept of the meeting.

## SUBJECT-SPECIFIC DIFFERENTIATION

All teachers providing PSHE and RSE lessons will ensure that material is inclusive and accessible to all pupils in their class. Appropriate support and provision will be provided, as every teacher is aware and has access to the learning support register. Advice is always on hand from the Head of Safeguarding and Head of Learning support, as well as Heads of Year and Form Teachers/Tutors, to aid those in need of boosting their self-esteem and confidence and addressing any feelings of inadequacy against their peers.

Work set will be appropriately differentiated to ensure that boys of all level can access the work. This includes both written and verbal work. For PowerPoint lessons, differentiated suggestions as well as extension and challenges are often included within the teacher’s notes and can be used at the teacher’s discretion.

## A summary of Learning Outcomes in Relationships and Health Education and Science:

<p>By the end of Early Years and Year 1, boys will:</p>	<ul style="list-style-type: none"> <li>• Understand what kindness is and how to be kind towards others.</li> <li>• Understand the meaning of friendship, including sharing and saying sorry.</li> <li>• Know what telling the truth means and its importance.</li> <li>• Know what it means to have a family, and be able to identify different members of their family.</li> <li>• Understand what it means to make good choices</li> <li>• Know what secrets are and when they shouldn’t keep them</li> <li>• Know basic ways in how to look after your body, and what it means to keep your body/mind healthy and happy</li> </ul>	<p>Form Teachers and Heads of Year, in class discussion, general learning in class, assemblies and enrichment.</p>
<p>By the end of Years 2, 3 and 4, boys will:</p>	<ul style="list-style-type: none"> <li>• Understand what it means to be part of a group, and the roles they play in this group (class, teams, family, etc.).</li> <li>• Recognising why some people might feel excluded from activities and what they can do to reduce that.</li> <li>• Identify main parts of the body, including correct names for genitalia and the importance of privacy and boundaries, of their own body and others (including giving and asking permission).</li> <li>• Understanding that everyone’s body is different and personal to them and why it is important to look after your body, and keep it healthy.</li> <li>• Recognising and respecting the fact that there are different types of families.</li> <li>• Understanding basic requirements which allow boys to form and maintain health relationships</li> </ul>	<p>Form Teachers and Heads of Year, in class discussion, general learning in class, assemblies and enrichment.</p>
<p><b>Learning Objectives covered in Science following the ISEB CE Syllabus:</b></p>	<p><i>Living processes:</i>  <i>b. That the life processes common to plants include growth, nutrition and reproduction</i>  <i>3. Humans and other animals a. the names and locations of major organs using correct terminology.</i></p>	<p>Form teachers/Y1-4            Science teachers</p>

<p>By the end of Years 5 and 6 boys will understand:</p>	<ul style="list-style-type: none"> <li>• What makes a healthy friendship and how they make people feel included</li> <li>• Peer influence and how it can make people feel or behave.</li> <li>• Challenges in friendships and how to positively resolve disputes, when to seek help.</li> <li>• Friendships can change over time and forming new ones.</li> <li>• Growing up: Adolescence and how the body changes.</li> <li>• My body my right topic – consent, privacy and boundaries.</li> <li>• How learning to deal with/understand your own emotions can help maintain healthy relationships.</li> </ul>	<p>Majority will be covered in weekly PSHE lessons delivered by Head of PSHE and Form Tutors. Also, will be included within in class discussions during general learning in class, form times, assemblies and enrichment.</p>
<p><b>Learning Objectives covered in Science following the ISEB CE Syllabus:</b></p>	<p><i>About sexual and asexual reproduction in plants compared with sexual reproduction in animals and understand that fertilisation is the fusing of male and female sex cells in sexual reproduction how to compare different types of mammals, looking at the gestation periods of, for example, a mouse and an elephant; about changes in the length and mass of a baby as it grows; features of life cycles which are common to all animals about the principal changes which occur at adolescence</i></p>	<p>Science teachers</p>
<p>By the end of Years 7 and 8 boys will:</p>	<ul style="list-style-type: none"> <li>• Understand the emotions involved with relationships; family, friendship and sexual relationships.</li> <li>• Know the feelings that could come with marriage, break-ups and divorce.</li> <li>• Understand that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help about the concept of consent in maturing relationships.</li> <li>• Understand the UK law relating to sexual consent.</li> <li>• Discuss some of the qualities of positive, healthy relationships and how to demonstrate positive behaviours in healthy relationships.</li> <li>• Understand the difference between gender identity and sexual orientation.</li> <li>• Understand the qualities that help form new healthy partnerships and maintaining positive relationships.</li> <li>• Understand how to effectively communicate about consent in relationships</li> <li>• Learn the risks and laws of ‘sexting’ and how to manage pressure to send images</li> <li>• Discuss some of the different methods of Contraception</li> <li>• Know how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> </ul>	<p>Majority will be covered in weekly PSHE lessons delivered by Head of PSHE and Form Tutors. Also, will be included within in class discussions during general learning in class, form times, assemblies and enrichment.</p>

	<ul style="list-style-type: none"> <li>• Understand the different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering.</li> <li>• Know how to manage influences from social media, our peers and the world around us.</li> </ul>	
<p><b>Learning Objectives covered in Science following the ISEB CE Syllabus:</b></p>	<p><i>Reproduction in humans:</i>  <b>Know</b> the names and functions of the organs in the male and female reproductive systems.  <b>Understand</b> how these parts work together to lead to fertilisation. The development of a fetus, including the role of the placenta and the birth of a baby.  <b>Recognise</b> the importance of the menstrual cycle.  <b>Recognise</b> that the lifestyle of parents can affect the healthy development of a foetus (e.g. smoking, diet, alcohol dependency).</p>	Science teachers

## ASSESSMENT AND MARKING

**Assessment:** Arnold House recognises the importance of showing progression in PSHE RSE and identifying any evidence of learning. As a school, we strive to emphasise the importance of PSHE not as an academic subject, but as an understanding of how it prepares boys for the wider world. Therefore, there will not be any form of formal assessment at the end of the year, but instead consistent and regular recognition of the progress made by pupils in the following ways;

- Self-assessment during lessons to show progress before and after (use of quizzes, checklists, questionnaires, written work).
- Published results of ‘Votes for Schools’ which compares Arnold House views against the National Average of the country.
- Peer assessment (evaluated by Form Tutor/Teacher). This can include role play.
- Teacher assessment.
- Courteous, respectful and kind behaviour around the school.
- Showing a greater understanding/empathy for those both inside and outside the school community (these are rewarded with a house point system published on school reports and allow boys to earn a Citizenship Badge to wear on their blazer with pride in Years 5-6 and Responsibility and Citizenship ties in Years 7 - 8)
- The ability for the boys to form trusting, kind and respectful relationships with one another, teachers and other adults.
- Demonstrating that they have an understanding of how their actions can affect those around them, and the consequences and benefits of their own behaviour
- Year 8 have a full enrichment programme after the Common Entrance Exams in the summer.

The Head of PSHE will collect evidence of boys’ progression in PSHE/RSE across the academic year as well as celebrating the success of the boys’ responsibilities and achievements.

### Marking:

- Boys in Years 5 to 8 are given PSHE notebooks where they record notes they think are relevant in lessons and stick in worksheets. These are collected in at the end of each lesson, and teachers who deliver the lessons will regularly look through these. As they are notebooks and not

exercise books, no formal marking is required, but verbal feedback will be given regularly in the lesson.

- Peer and self-marking of worksheets occurs regularly throughout the year.

## **REPORTING**

Reporting to parents takes place with twice-yearly parent teacher meetings (Autumn and Spring Terms) and subject reports at the end of each term with Form Tutor and Head of Year comments in the Autumn and Summer.

There is no formal report for PSHE/RSE however:

- Teachers in Years 5 and 6 will include a comment regarding attitude, progress and contribution to PSHE lessons in their Form Tutor comment at the end of the report.
- In Years 7 and 8, the Head of PSHE will inform and provide a statement to the form teachers of the boys' progress, attitude and contribution to PSHE lessons, to again, include in the written form teacher report. Head of Year will also comment on PSHE in their end of year report too.

## **IT RESOURCES (SUBJECT SPECIFIC)**

- Votes for Schools
- EC Publisher
- PSHE Association which includes multiple accredited resources
- The introduction of Tooled-Up, a platform which will be used by staff and parents

## **REVIEW AND AREAS FOR DEVELOPMENT**

The Head of PSHE will be checking in with the teachers involved in delivering the RSE curriculum to ensure it has been covered. Teachers who deliver the content will evaluate the effectiveness of the curriculum and boys' understanding through discussions in class as well as supportive worksheets when needed.

Any areas requiring adaptation will be reviewed and amended accordingly, ensuring that the curriculum consistently meets the needs of the boys.

"Tooled Up" is a new platform being introduced in December 2024 and launched to parents in January 2025. This platform will support resources, content, and communication related to PSHE and RSE for both staff and parents.

This RSE policy will be reviewed on a biannual basis in consultation with Governors, staff and parents.

**Changes made to the DoE Statutory guidance which must be implemented by September 2026 has been taken into consideration of all planning of PSHE lessons this year.**