

Argyle

Primary Relationship and Sex Education Policy

Approved by:	FGB	Date: 15/10/26
Next review due by:	15/10/28	

Contents

1. Aims
2. Statutory Requirements
3. Policy development
4. Definition
5. Safeguarding
6. Confidentiality
7. Curriculum
8. Delivery of RSE and Health Education
9. Use of external agencies
10. Roles and responsibilities
11. Engaging and Involving Parents/Carers
12. Parents/Carers and the right to withdraw.
13. Training
14. Monitoring and arrangements
15. Disseminating the policy

Appendix 1: Curriculum Map

Appendix 2: By the end of primary school pupils should know.

Appendix 3: Parent/Carer form requesting their child's withdrawal from sex education within RSHE.

1. Aims

The aims of relationships and sex education (RSE) at Argyle Primary School are to:

- 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.
- Help pupils develop feelings of self-respect, confidence, and empathy, and cultivate positive characteristics such as kindness and integrity.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

2. Statutory requirements

At Argyle Primary School we teach RSE as set out in this policy.

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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 [Relationships and Sex Education \(RSE\) and Health Education guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

3. Policy development

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

1. Review – a staff working group identified and reviewed national and local guidance to produce the curriculum and policy.
2. Staff consultation – all school staff were given the opportunity to review the draft curriculum and policy and make recommendations.
3. Parent/stakeholder consultation – interested parties were invited to attend a meeting to review the draft curriculum and policy and comment.
4. Pupil consultation – the School Council representatives were invited to review the draft curriculum and comment.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition for Relationship and Sex Education and Health Education

Relationships and Sex Education (RSE) and Health Education provide pupils with the knowledge, skills and attributes they need to keep themselves healthy and safe and to prepare for adult life. RSE is concerned with the emotional, social, cultural and physical development of pupils, and includes learning about healthy and respectful relationships, consent, mental wellbeing, online safety, diversity and personal identity.

The statutory curriculum is age-appropriate, inclusive, evidence-based and delivered in a safe, supportive environment that enables pupils to explore attitudes and values while developing respect for others. RSE equips pupils to make informed decisions, recognise risk, build resilience, understand the law and know how and when to seek help. It supports safeguarding by promoting equality, challenging harmful behaviours and misconceptions, and ensuring that pupils receive accurate information. RSE is not about the promotion of sexual activity, but about enabling young people to develop healthy, respectful and responsible relationships.

5. Safeguarding

Safeguarding underpins the delivery of Relationships and Sex Education (RSE). Effective RSE supports pupils to recognise abuse, understand healthy and unhealthy relationships, respect boundaries, understand consent and the law, and seek help when needed. Staff understand that disclosures may arise during RSE lessons. While RSE is delivered in a safe and supportive environment, confidentiality cannot be guaranteed where a pupil may be at risk of harm. Any concerns must be reported immediately to the Designated Safeguarding Lead (DSL) in line with the school's safeguarding policy and statutory guidance, including Keeping Children Safe in Education (KCSIE) issued by the Department for Education.

When external visitors contribute to RSE, safeguarding responsibilities and reporting procedures are agreed in advance.

6. Confidentiality

The school is committed to providing a safe, respectful and supportive environment for the delivery of Relationships, Sex and Health Education (RSHE). We recognise that lessons may include sensitive discussions and aim to foster trust while maintaining clear professional boundaries. Students are encouraged to ask questions and participate openly; however, they are reminded that staff cannot offer absolute confidentiality. If a disclosure indicates that a student is at risk of harm or raises a safeguarding concern, staff have a duty to follow the school's safeguarding procedures and report the matter to the Designated Safeguarding Lead (DSL) in accordance with statutory guidance, including Keeping Children Safe in Education issued by the Department for Education.

Ground rules are established at the start of RSHE lessons to promote respectful discussion and to make clear that personal information shared within the classroom must not be discussed elsewhere. Staff will handle any disclosures sensitively and share information only where necessary to protect a student's safety or wellbeing.

Any external visitors contributing to RSHE are required to adhere to the school's confidentiality and safeguarding policies.

7. Curriculum

The school's Relationships, Sex and Health Education (RSHE) curriculum is set out in Appendices 1 and 2. It has been developed in consultation with parents and carers, pupils and staff, and is informed by statutory guidance. The curriculum is age-appropriate, inclusive and carefully sequenced to reflect the developmental needs, context and wellbeing of our pupils.

Teachers respond to pupils' questions with honesty and sensitivity, within the boundaries of this policy and the law. Where questions fall outside the planned curriculum, staff will provide appropriate information or signpost support, ensuring pupils receive accurate guidance rather than seeking unreliable sources.

Curriculum materials are available to parents and carers on request in line with statutory requirements.

8. Delivery of RSE and Health Education

Curriculum Delivery: Relationships, Sex and Health Education (RSHE) is delivered primarily through the Personal, Social, Health and Economic (PSHE) curriculum, with biological aspects taught within science and relevant themes reinforced through Religious Education (RE) and other subjects where appropriate. The curriculum is carefully sequenced within a planned scheme of work, with core knowledge delivered in manageable units to support understanding and application. RSHE develops pupils' understanding of healthy and respectful relationships, including families, friendships, online relationships, personal safety. It is delivered by appropriately trained staff and designed to be inclusive, meeting the needs of all pupils, including those with SEND. The curriculum promotes equality, respect and understanding of the law, including the protected characteristics set out in the Equality Act 2010.

Managing Difficult Questions: Pupils may raise questions beyond the planned curriculum or about topics from which they have been withdrawn. Staff will respond factually and age-appropriately, within the boundaries of this policy and safeguarding procedures. Where appropriate, pupils may be encouraged to speak with a parent, carer or trusted adult, or signposted to suitable support services. Staff receive training to manage sensitive questions confidently and to identify when concerns must be referred to the Designated Safeguarding Lead (DSL).

Inclusivity: RSE is delivered in a respectful and inclusive manner, reflecting the diverse backgrounds, needs and experiences of pupils. Teaching ensures pupils feel safe, supported and able to engage fully. Learning may take place in whole-class, small-group or individual settings, with appropriate differentiation to meet individual needs, including the needs of children with SEND. Teaching will cover biological sex and the protected characteristic of gender reassignment factually and in line with the Equality Act. The curriculum reflects the diversity of families and communities and avoids stigmatisation.

Use of Resources: Teaching uses a range of appropriate strategies, including discussion, reflection and structured activities. All resources are formally reviewed to ensure they are accurate, age-appropriate, evidence-based, aligned with statutory guidance and drawn from credible sources. Materials are selected with sensitivity to pupils' experiences. The school will not teach concepts of gender identity as fact nor use resources that encourage pupils to question their gender. Resources will be made available to parents and carers on request.

Assessment and Review: Learning is assessed in line with whole-school practice through written work, discussion, quizzes and teacher observation. Assessment focuses on knowledge and understanding rather than personal beliefs. The curriculum may be adapted to respond to pupils' needs and context, and parents and carers will be informed of any significant changes.

Legal Context: Pupils are taught about relevant legal frameworks to support understanding of rights, responsibilities and boundaries. This includes marriage and civil partnerships, consent and the age of consent.

9. Use of external organisations

Where external organisations or third-party materials are used to support RSHE, the school will ensure that all content is accurate, age-appropriate, developmentally suitable, balanced and compliant with our legal duties, including political impartiality.

Appropriate due diligence will be undertaken before engagement. This includes reviewing materials in advance, confirming that content aligns with this policy, the Teachers' Standards, the Equality Act 2010, the Human Rights Act 1998 and the Education Act 1996, and ensuring the organisation's approach is educationally appropriate and safeguarding compliant. The school will clarify the content to be delivered, understand the organisation's position on relevant issues, confirm the identity of speakers and follow normal safeguarding procedures, including reasonable background checks where appropriate.

A member of school staff will always be present during sessions and retains the right to intervene or stop a session if necessary. External organisations must agree that materials can be shared with the school and with parents and carers on request and must comply with data protection and photography protocols.

The school will not work with organisations that promote extreme political positions or refuse to share materials for review.

10. Roles and responsibilities

The Governing Board: The governing board is responsible for approving this policy and holding the headteacher to account for its implementation. Where delegated, approval rests with the [insert committee/governor/headteacher], with the governing board retaining oversight of compliance and impact.

The Headteacher: The headteacher is responsible for ensuring that RSHE is delivered consistently and in line with statutory requirements, that appropriate resources are in place, and that parents and carers have access to curriculum materials on request. The headteacher is also responsible for managing requests to withdraw pupils from non-statutory components of RSE, in accordance with the law and this policy.

Staff: Staff are responsible for delivering RSHE in a professional, sensitive and age-appropriate manner; modelling respectful attitudes and behaviour; responding to the needs of individual pupils; and monitoring progress. Staff must challenge harmful language and stereotypes, including sexism, misogyny and homophobia, and promote equality and respect at all times. Any safeguarding concerns or disclosures arising from RSHE must be reported immediately to the Designated Safeguarding Lead (DSL) in line with school procedures. Staff do not have the right to opt out of teaching RSHE. Any concerns about delivering the curriculum should be discussed with the headteacher.

Pupils: Pupils are expected to engage fully in RSHE and to contribute to discussions with respect, maturity and sensitivity towards others.

11. Engaging and Involving Parents/Carers

The school recognises that parents and carers are key partners in delivering high-quality Relationships and Sex Education (RSE). In line with statutory guidance, we are committed to transparency, consultation and meaningful engagement. Parents and carers are consulted when the RSE policy is developed or reviewed to ensure it reflects the needs of the community while remaining compliant with statutory requirements and the Equality Act 2010.

This policy is published on the school website, and information about the curriculum's aims, content and sequencing is shared through school communications. Parents and carers are provided with advance information about topics to be covered and may request to view curriculum materials, including example lesson resources, at any time. The school will not enter into any contractual agreements that restrict sharing materials with parents/carers.

The school offers opportunities for engagement, such as information sessions or workshops, and will make alternative arrangements available where attendance is not possible. Through open communication and partnership with families, the school aims to ensure that pupils receive consistent, supportive messages about relationships, health and wellbeing.

12. Parents'/Carers right to withdraw

Parents and carers have the right to request that their child be withdrawn from the non-statutory components of sex education. They do not have the right to withdraw their child from

Relationships Education, Health Education, nor from statutory science content, including teaching about puberty and reproduction. Requests for withdrawal must be made in writing. The headteacher will meet with parents/carers to explain the curriculum and discuss the implications of withdrawal, before responding in writing. A record of the request will be kept on the pupil's file. Alternative supervised work will be provided for the child to do in another class. Parents may seek resources from the PSHE Coordinator to discuss these topics at home.

13. Training Staff to deliver RSE

The school recognises that RSE must be delivered by staff who are knowledgeable, skilled and confident. Training in the delivery of Relationships, Sex and Health Education (RSHE) forms part of staff induction and is included within the school's continuing professional development programme.

Professional development is provided through a range of opportunities, including school-based INSET, team teaching, classroom observation, peer coaching and external training delivered by accredited providers.

Where appropriate, external professionals may provide additional training or support to staff to ensure high-quality and up-to-date delivery of the curriculum.

14. Monitoring Arrangements

The delivery and quality of RSE are monitored by the senior leadership team and leader of PSHE through curriculum planning reviews, lesson observations, learning walks, pupil voice and work scrutiny, as appropriate. Safeguarding and behaviour data may also inform evaluation of impact. Pupils' progress is monitored by teachers in line with the school's assessment systems. This policy will be reviewed by the senior leadership team every two years. At each review, it will be approved by the governing body.

15. Dissemination of the Policy

This policy is published on the school website and is available to parents and carers on request. It is also included in the Staff Handbook and Governor Handbook. A summary is provided in the school prospectus and shared through parent communications.

Appendix 1: Curriculum Map

Overview of Relationships Education from Camden Primary PSHE Framework September 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Relationships <i>Who is special to us?</i> Families and friendships			Relationships <i>What is the same and different about us?</i> Safe Relationships		
Year 2	Relationships <i>What makes a good friend?</i> Families and friendships		Relationships <i>What is bullying?</i> Safe Relationships			
Year 3	Relationships <i>How can we be a good friend?</i> Safe Relationships		Relationships <i>What are families like?</i> Families and friendships			
Year 4		Relationships <i>How do we treat each other with respect?</i> Safe Relationships				
Year 5				Relationships <i>How can we communicate safely?</i> Safe Relationships		Relationships Sex Education Parents have right to opt out.
Year 6			Relationships <i>How do friendships change as we grow?</i> Safe Relationships			

Appendix 2: By the end of primary school pupils should know.

Relationships education: content to be covered by the end of primary

Families and people who care for me
Curriculum content:
1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships
Curriculum content:
1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being Safe
Curriculum content:
1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Sex Education (Primary)

30. Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science 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. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

31. Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

Appendix 3: Parent/Carer form requesting their child's withdrawal from sex education within RSHE.

Child's name: _____

Class: _____

I request to meet the headteacher in order to request the withdrawal of my child from sex education classes. I understand that my child will be taught statutory science content.

Signed: _____ Date: _____