



RELATIONSHIPS AND SEX EDUCATION POLICY

Thames View Junior School

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September 2025



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1. Aims

The aims of relationships and sex education (RSE) at our 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a junior school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, 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](#).

At Thames View Junior School we teach RSE as set out in this policy.

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 consultation – parents 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

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. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek 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 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education '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 Thames View Junior School, we believe children should understand the facts about human reproduction before they leave primary school so we define Sex Education as understanding the changes in the human body through puberty and human reproduction

For more information about our RSE curriculum, see Appendices 1 and 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, LGBT 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).

7. Roles and responsibilities

7.1 The governing board

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

7.2 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 8).

7.3 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. Staff responsible for the teaching of RSE includes:

- › Class teachers
- › Cover supervisors
- › Cover teachers

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. (highlighted in red in appendix 1)

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

9. Training

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

The deputy headteacher will invite parents into the school, to share with them:

- Relationships and sex education curriculum objectives
- Theme and topic details that are taught in the lessons

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, where applicable.

10. Monitoring arrangements

The delivery of RSE is monitored by MLT and SLT through:

- planning scrutinies
- learning walks
- Pupil Voice

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

This policy will be reviewed by SLT every 3 years. At every review, the policy will be approved by the governing body & the headteacher.

Appendix 1: Relationships and sex education curriculum map

Red Lessons – Non-Statutory

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3	Summer 1	PSHE - Relationships: Family roles and responsibilities <i>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</i> Friendship <i>I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener</i> Keeping myself safe online <i>I know and can use some strategies for keeping myself safe online</i> Being a global citizen <i>I can explain how some of the actions and work of people around the world help and influence my life</i> <i>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</i> Celebrating my web of relationships <i>I know how to express my appreciation to my friends and family</i>
Year 3	Summer 2	PSHE - Changing me: How babies grow <i>I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</i> Babies <i>I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow</i> Outside Body changes <i>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</i> <i>I can identify how boys' and girls' bodies change on the outside during this growing up process</i> Inside body changes <i>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</i> Family stereo types <i>I can start to recognise stereotypical ideas I might have about parenting and family roles</i>

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YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 4	Summer 1	PSHE - Relationships Jealousy <i>I can recognise situations which can cause jealousy in relationships</i> Love & Loss <i>I can identify someone I love and can express why they are special to me</i> Memories <i>I can tell you about someone I know that I no longer see</i> Getting on and falling out <i>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</i> Girlfriends & boyfriends <i>I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</i> Celebrating my relationships with people and animals <i>I know how to show love and appreciation to the people and animals who are special to me</i>
Year 4	Summer 2	PSHE - Changing me: Unique me <i>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</i> Having a baby <i>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</i> Girls and puberty <i>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</i> Circles of change <i>I know how the circle of change works and can apply it to changes I want to make in my life</i> Accepting change <i>I can identify changes that have been and may continue to be outside of my control that I learnt to accept</i>

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YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 5	Spring 1	Cornerstones Topic: Time Traveler Science: Human development over time <i>Describe the changes as humans develop to old age.</i> <i>Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</i> Sexual reproduction <i>Describe the life process of reproduction in some plants and animals.</i> <i>Describe the process of human reproduction</i>
Year 5	Summer 1	PSHE - Relationships Recognising me <i>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</i> Safety with online communities <i>I understand that belonging to an online community can have positive and negative consequences</i> Being in an online community <i>I understand there are rights and responsibilities in an online community or social network</i> Online gaming <i>I know there are rights and responsibilities when playing a game online</i> My relationship with technology: screen time <i>I can recognise when I am spending too much time using devices (screen time)</i> Relationships & technology <i>I can explain how to stay safe when using technology to communicate with my friends</i>
Year 5	Summer 2	PSHE - Changing me: Self Body Image: <i>I am aware of my own self-image and how my body image fits into that</i> Puberty for girls: <i>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</i> Puberty for boys: <i>I can describe how boys' and girls' bodies change during puberty</i> Conception <i>I understand that sexual intercourse can lead to conception and that is how babies are usually made</i> <i>I also understand that sometimes people need IVF to help them have a baby</i>

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YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 6	Summer 1	PSHE - Relationships What is mental health? <i>I know that it is important to take care of my mental health</i> My mental health <i>I know how to take care of my mental health</i> Love & loss <i>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve</i> Power & Control <i>I can recognise when people are trying to gain power or control</i> Being online: Real or fake, safe or unsafe? <i>I can judge whether something online is safe and helpful for me</i> Using technology responsibly <i>I can use technology positively and safely to communicate with my friends and family</i>
Year 6	Summer 2	PSHE - Changing me: My self image <i>I am aware of my own self-image and how my body image fits into that</i> Puberty <i>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</i> Babies: Conception & birth <i>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</i> Boyfriend & Girlfriends <i>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</i> Real self and ideal self <i>I am aware of the importance of a positive self-esteem and what I can do to develop it</i>

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, 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 • That others' families, 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 • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • 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	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help □ What a stereotype is, and how stereotypes can be unfair, negative or destructive □ The importance of permission-seeking and giving in relationships with friends, peers and adults

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TOPIC	PUPILS SHOULD KNOW
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Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from non-statutory sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from non-statutory sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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