# Lady Joanna Thornhill (Endowed) Primary School

Learning for the Head, Heart and Hand

# Relationship and Sex Education Policy (RSE)

*We want to ensure your needs are met. If you would like this document in any other format, please contact us:* office@ladyj.kent.sch.uk

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| Reviewed: | April 2026 |
| Date of next review: | April 2027 |
| Reviewers: | Briony Kwouk (RSE Lead) & Rachael Foster, Headteacher |
| James Coumbe | Chair of Governors |

**(This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.)**

*Article 24 - 'Every child has the right to the best possible health.'*
*Article 3 – 'Adults must do what is best for me.'*
*Article 13 – 'I have the right to find out and share information.'*

## 1. Aims

The aims of Relationships and Sex Education (RSE) at Lady Joanna Thornhill Primary School are to:

- Provide a safe and respectful framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of human development and the importance of health and hygiene.
- Help pupils develop self-respect, confidence, and empathy.
- Create a positive culture around relationships, identity, and respect.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

## 2. Statutory requirements

At Lady Joanna Thornhill Primary School, we are required by law to teach **Relationships Education** and certain aspects of **Health Education** to all pupils under:

- **Section 34 of the Children and Social Work Act 2017**
- **The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019**
- **Section 403 of the Education Act 1996**

We are **not required to teach non-statutory sex education**, but we do teach **the statutory elements of sex education contained within the National Curriculum for Science**.

We teach RSE in accordance with this policy and with regard to the latest **DfE statutory guidance.**

## 3. Policy development

This policy was developed in consultation with staff, pupils, parents, and governors. Future reviews will continue to follow this process:

1. **Review by the Governing Board**
2. **Parent and Staff Consultation** – feedback opportunities provided on draft versions
3. **Pupil Consultation** – age-appropriate discussions to gauge what pupils would like to learn
4. **Ratification** – the final policy is reviewed and approved by the Full Governing Board (FGB)

## 4. Definition

Relationships and Sex Education (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

We use the CWP (Christopher Winter Project) Programme of Study, updated to reflect DfE changes effective from September 2020 onwards. This may be adapted based on pupil needs, community context, and national updates.

| Curriculum Area | Statutory Status | Content Summary |
|---|---|---|
| **Science Curriculum** | **Statutory (National Curriculum)** | • The main external parts of the human body.<br>• The human life cycle, including reproduction in some animals and plants.<br>• How offspring grow and change into adults.<br>• The physical changes associated with puberty.<br>*(Years 5–6: menstruation, body changes, reproduction in humans.)* |
| **Relationships Education** | **Statutory (DfE, 2020)** | • Families and people who care for me.<br>• Caring friendships.<br>• Respectful relationships.<br>• Online relationships.<br>• Being safe.<br>*(See Appendix 1 for detailed learning outcomes.)* |
| **Sex Education (beyond Science)** | **Non-statutory (parental right to withdraw)** | • How a baby is conceived and born (covered sensitively in Year 6).<br>• Emotional aspects of puberty and relationships.<br>• Respect, consent, and responsibility in close relationships. |

## 6. Delivery of RSE

- RSE is taught primarily through **PSHE lessons**, with cross-curricular links to **Science** and **RE**.
- Lessons are age-appropriate, inclusive, and respectful of all families.
- Pupils' questions are answered in a way that protects and informs them, encouraging discussion at home.

### Inclusion and Diversity

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).

We will develop 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 informed, and encourage them to discuss these questions with their parents/carers.

**Primary sex education will focus on:**

- Preparing boys and girls for the changes that adolescence brings, including the emotional and social aspects of puberty, like body image, relationships, and feelings.
- How a baby is conceived and born.

For more information about our curriculum, see the curriculum map in Appendix 1

## 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.
The governing board will hold the Headteacher to account for the implementation of this policy.
The Approval of the RSE policy should remain with the FGB.

### 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 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, including making adaptations for children with Special Educational Needs and Disabilities (SEND).
- Notifying parents of the content of the RSE curriculum in advance of the lessons and 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. Class teachers are responsible for teaching RSE at Lady Joanna Thornhill.

### 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 have the right to request withdrawal of their child from non-statutory sex education (i.e. content beyond the science curriculum).
- Parents cannot withdraw their child from Relationships Education or Science content.
- Requests should be made in writing to the Headteacher using the form in Appendix 2.
- Pupils withdrawn will be provided with alternative, appropriate learning.

## 9. Training

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

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.

## 10. Monitoring arrangements

The delivery of RSE is monitored by the Chair of the Standards Committee through monitoring arrangements, such as planning scrutinies, learning walks.

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

This policy will be reviewed by Governing Body annually. At every review, the policy will be approved by the Governing Body.

**Appendix 1: 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<br>• 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<br>• That others' families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterised by love and care<br>• 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<br>• That marriage represents a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong<br>• 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<br>• The characteristics of friendships, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties<br>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br>• 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<br>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable and how to manage this situation, how to manage conflict, and how to seek help or advice from others if needed |

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Respectful relationships | • The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs<br>• Practical steps they can take in a range of different contexts to improve or support respectful relationships<br>• The conventions of courtesy and manners<br>• The importance of self-respect and how this links to their own happiness<br>• That in school and in the wider world they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority<br>• 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<br>• What a stereotype is, and how stereotypes can be unfair, negative or destructive<br>• The importance of permission-seeking and giving in relationships with friends, peers and adults |
| Online relationships | • That people sometimes behave differently online, including by pretending to be someone they're not<br>• That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online (even when we're anonymous)<br>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br>• How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met<br>• How information and data is shared and used online |

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Being safe | • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br>• About the concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe)<br>• That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact<br>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know<br>• How to recognise and report feelings of being unsafe or feeling bad about any adult<br>• How to ask for advice or help for themselves or others, and to keep trying until they're heard<br>• How to report concerns or abuse, and the vocabulary and confidence needed to do so<br>• Where to get advice (e.g. family, school, other sources) |
| **Sex education (not compulsory but recommended)** | • The changes that adolescence brings for boys and girls<br>• Drawing on knowledge from science lessons, how a baby is conceived and born |

## Appendix 2: Parent form: excusing your child from sex education within RSE

| TO BE COMPLETED BY PARENTS | | | |
|---|---|---|---|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for excusing your child from sex education within relationships and sex education (optional) | | | |
| | | | |
| Any other information you would like the school to consider (optional) | | | |
| | | | |
| Parent signature | | | |

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