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Relationship & Sex Education Policy

Reviewed by: Assistant Head Teacher
Approved by: Curriculum Committee | FGB
Date approved: November 2025 | December 2025
Date of next review: November 2026

Aims and Objectives

The aim of Relationship and Sex Education is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour.

This should take place with the consideration of the qualities of relationships within families. The objectives of Relationship and Sex Education are:

- To provide knowledge and information to which all pupils are > entitled.
- To clarify/reinforce existing knowledge.
- To raise pupils' self-esteem and confidence, especially in their > relationships with others.
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others.
- To help pupils to gain access to information and support.
- To develop skills for a healthier lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.

Statutory requirements

As a maintained primary school, we must provide relationship and sex 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 Relationship and Sex Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Melcombe Primary School we teach Relationship and Sex Education as set out in this policy.

Policy development

This policy has been developed in consultation with staff and where appropriate parents.

Definition

Relationship and Sex Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles,

diversity and personal identity. It teaches the fundamental building blocks of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults.

Relationship and Sex Education involves a combination of sharing information and exploring issues and values.

Relationship and Sex Education is not about the promotion of sexual activity.

Curriculum and the Delivery of Relationship and Sex Education

We have adopted the Jigsaw Primary Curriculum. A copy of the Long Term Plan is mapped out in Appendix 1. The curriculum reflects the values of the PSHE and Citizenship programme. In addition, Relationship and Sex Education promotes self-esteem and emotional health and wellbeing and helps children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others (at home, in school, within the community).

There are six topics that are taught across the academic year:

- Being Me In My World
- Celebrating Difference
- Dreams & Goals
- Healthy Me
- Relationships
- Changing Me

'Celebrating Difference' covers aspects surrounding gender and gender identify and different types of families.

The 'Relationships' unit covers specific areas such as girlfriends and boyfriends, online grooming, gambling, mental health.

The 'Changing Me' unit teaches the children about the differences between male and female bodies, physical changes, puberty, how babies grow, contraception and IVF, sexting and self-image.

The 2025 statutory guidance on Relationships, Sex and Health Education (RSHE) requires schools to build pupils' knowledge, skills and values that underpin safe, respectful and positive relationships. Teaching in the primary phase should help children understand that families and relationships come in different forms, encourage empathy, self-respect and kindness, and foster respect for equality and difference. Pupils need to learn about consent and personal boundaries and to recognise and challenge stereotypes, prejudice and misogyny.

The guidance also emphasises protective and preventative education. Children should know how to identify unsafe or inappropriate relationships or behaviours, including sexual harassment, violence, domestic abuse, female genital mutilation and grooming, and understand that abuse or harm is never the victim's fault. They should be taught to seek help and report concerns to trusted adults and through confidential reporting routes.

Online safety is another key focus. Pupils will learn about the benefits and risks of digital technology and social media, including recognising fake or anonymous accounts, AI-generated images or deepfakes, and harmful content such as pornography, misogyny or

extremism. Teaching will address sextortion, online scams and grooming, and explain how personal data can be collected, used or misused online and how to protect privacy.

Jigsaw's current PSHE programme remains compliant with the July 2025 RSHE guidance, and updated content will not be available until early 2026. We will therefore continue delivering our existing scheme ensuring teaching remains inclusive, evidence-based and age-appropriate, with a strong emphasis on consent, respect, equality, safeguarding and digital literacy and schedule a policy review in 2026. We will maintain at least 45 minutes of RSHE per week in Key Stage 1 and 60 minutes per week in Key Stage 2. Staff training will take place in the Spring and Summer Term 2026 so that we are prepared to implement the revised content from September 2026 onwards.

Teaching Programme for National Curriculum Science Legal Requirements.

All schools must teach the following as part of the National Curriculum Science Orders. Parents do not have the right to withdraw their child/children.

Key Stage 1 Science National Curriculum Content:

1. that animal, including humans, move, feed, grow and use their senses > and reproduce.
2. to recognise and compare the main external parts of the bodies of > humans.
3. that humans and animals can reproduce offspring, and these grow into > adults.
4. to recognise similarities and differences between themselves and > others and
5. treat each other with sensitivity. **Key Stage 2 Science National Content:**
    1. that the life processes common to humans and other animals include nutrition, growth, and reproduction.
    2. about the main stages of the human life cycle.

Early Years & Foundation Stage

Children learn about the concept of male and female and about young animals. In on-going PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction, including birth of a baby, in Years 5 and 6.

Children are taught about the physical, emotional, and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop the skills needed to form relationships

and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Relationship and Sex Education should focus on the development of skills and attitudes, not just the acquisition of knowledge.

The Organisation of Relationship and Sex Education

Every child is entitled to receive Relationship and Sex Education, regardless of ethnicity, gender, religion, age, culture, disability, sexuality, languages, special needs or being disadvantaged or a looked after child. It is our intention all children have the opportunity to experience a programme of Relationship and Sex Education at a level appropriate for their age and physical development with differentiated provision if required.

The school has a designated teacher with responsibility for coordinating Relationship and Sex Education, the Designated Safeguarding Lead (DSL).

Aspects of Relationship and Sex Education is covered through a cross curricular approach. This means that some subjects such as science, RE, PSHE, Citizenship and Literacy may have links to this too.

Relationship and Sex Education is taught by classroom teachers, but this may be extended to support staff and external partners too.

A range of teaching methods which involve children's full participation are used to teach Relationship and Sex Education. These include video, discussion, looking at case studies, drama and role-play.

Relationship and Sex Education is usually delivered in mixed gender groups. However, the school reserves the right to teach lessons in single gender groups if this is more appropriate and relevant.

Resources to teach Relationship and Sex Education may include fiction, reference books, leaflets and extracts from videos.

Relationship and Sex Education is monitored by the Senior Leadership Team and link Governor.

8. Roles and responsibilities

1. **The Governing Board**

The governing board will approve the Relationship and Sex Education policy and hold the Executive Head Teacher to account for its implementation.

The Executive Head Teacher

The Executive Head Teacher is responsible for ensuring that Relationship and Sex Education is taught consistently across the school, and for managing requests to withdraw pupils from [non- statutory/non-science] components of Relationship and Sex Education (see section 8).

Staff

Staff are responsible for:

- Delivering Relationship and Sex Education in a sensitive way
- Modelling positive attitudes to Relationship and Sex Education
- Monitoring progress

- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents who may have a concern about curriculum content
- Challenging and addressing prejudice, sexism and misogyny, and promoting respect and equality across all relationships.
- Teaching pupils about consent, bodily autonomy, personal boundaries and how to report concerns or abuse.
- Educating children about online safety and digital literacy, including recognising fake or harmful online content and protecting their personal information.

Staff do not have the right to opt out of teaching Relationship and Sex Education. Staff who have concerns about teaching this aspect of the curriculum are encouraged to discuss this with the Executive Head Teacher.

Pupils

Pupils are expected to engage fully in Relationship and Sex Education and, when discussing various topics, the school expects each child to treat others with respect and sensitivity.

5. **Parent Consultation**

At the Thames Federation, we recognise the significance of the pupil and parent voice. In order to ensure the successful implementation of the RSE curriculum, parents are encouraged to participate in an information session during the summer term. This includes the examination of the curriculum map and its contents, along with the provision of sample lessons. In addition, there is an opportunity for parents to ask questions. Additionally, this offers parents a chance to inquire.

Parents' right to withdraw

Since September 2020, the Department for Education have made the teaching of Relationship and Sex Education compulsory. The Department has stated:

'There is no right to withdraw from Relationship and Sex Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.'

This means that parents do not have the right to withdraw their children from Relationship and Sex Education lessons.

For further information about the government's response please use the link below: https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education- rse-and-health-education

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within Relationship and Sex Education. Parents must write to the Executive Head Teacher to inform them of their decision to withdraw their child/children.

Training

The PSHE Lead receives training from Jigsaw Curriculum Mentor and staff are also trained to ensure they can deliver the programme effectively.

We invite external partners such as health professionals to provide support and training to staff teaching Relationship and Sex Education. There may be occasions when they will also deliver sessions to pupils.

Staff will also receive training on the updated statutory RSHE guidance in the Spring and Summer Term to ensure they are confident when teaching sensitive topics such as consent, misogyny, safeguarding and online harms, and in supporting children to stay safe both online and offline.

Monitoring arrangements

The delivery of Relationship and Sex Education is monitored by the Senior Leadership Team which is led by the Executive Head Teacher. Monitoring will include:

- Learning walks
- Lesson observation
- Sampling teacher's planning
- Feedback

Pupils' development in Relationship and Sex Education is monitored by class teachers as part of our internal assessment systems.

The Relationship and Sex Education link governor will also monitor the implementation of the policy in school to ensure it reflects in practice. Monitoring will include:

- Learning walks with the PSHE lead
- Lesson observation in the classrooms
- Talking to individual pupils

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

Appendix 1

Jigsaw PSHE 3 -11/12 Content Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1+2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Manging my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education